



COUN 612 Advanced Seminar in Marriage and Family Therapy

Course Syllabus:

SPRING 2025

4:30 – 7:10 PM THURSDAYS, COLLIN HIGHER EDUCATION BUILDING, ROOM 106

Zoom when necessary

INSTRUCTOR INFORMATION

Instructor: Robyn Flores, Ph.D., LMFT-S, LPC, NCC, ACS

Office Location: Remote

Office Hours: By appointment (Preference Monday morning, Wednesday morning)

University Email Address: robyn.flores@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: within 24-hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

REQUIRED TEXTS

Bowen, M. (1978). *Family therapy in clinical practice*. Jason Aronson

Kerr, M, & Bowen, M. (1988). *Family Evaluation: An approach based on Bowen Theory*.

Minuchin, S. & Mishman, H. C. (1981). *Family therapy techniques*. Harvard University Press.

Minuchin, S. (1974). *Family and family therapy*. Harvard University Press

Supplemental Readings

Aron, A. & Aron, E.N. (1986). *Love and the expansion of self: Understanding attraction and satisfaction*. Hemisphere Publishing Corporation.

Bader, E. & Pearson, P.T. (1988). *In quest of the mythical mate: A developmental approach to diagnosis and treatment in couples therapy*. Brunner/Mazel.

Barker, R.L. (1984). *Treating couples in crisis*. The Free Press.

Barker, R.L. (1987). *The green-eyed marriage: Surviving jealous relationships*. The Free Press.

Beattie, M. (1987). *Codependent no more: How to stop controlling others and start caring for yourself*. Harper/Haseden.

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- Beavers, W.R. (1985). *Successful marriage: A family systems approach to couples therapy*.: W.W. Norton.
- Beck, A.T. (1988). *Love is never enough: How couples can overcome misunderstandings, resolve conflicts, and solve relationship problems through cognitive therapy*. Harper & Row.
- Gurman, A.S. & Rice, D.G. (1975). *Couples in conflict*. Jason Aronson.
- Gurman, A.S. (Ed.). (1985). *Casebook of marital therapy*. The Guilford Press.
- Goldenberg, H., Stanton, M & Goldenberg I, (2008). *Family therapy: an overview*. (9th edition). Cengage Learning.
- Haley, J. (1987). Problem-solving therapy. (2nd ed.). Jossey-Bass.
- Haynes, J.M. & Haynes, G.L. (1989). *Mediating divorce: Casebook of strategies for successful family negotiations*. Jossey-Bass.
- Lerner, H.G. (1985). *The dance of intimacy*. Harper & Row.
- Liberman, R.P., Wheeler, E.G., DeVisser, L.A.J.M., Kuehnel, J. & Kuehnel, T. (1980). *Handbook of marital therapy: A positive approach to helping troubled relationships*. Plenum Press.
- Masters W.H. & Johnson, V.E. (1970). *The pleasure bond: A new look at sexuality and commitment*. Little, Brown, & Co.
- Masters W.H. & Johnson, V.E. (1986). *Masters and Johnson on sex and loving*. Little, Brown, & Co.
- McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. W.W. Norton.
- Sadock, B.J., Kaplan, H.I., & Freedman, A.M. (Eds.). (1976). *The sexual experience*. The Williams & Wilkins.
- Satir, V. (1983). *Conjoint family therapy*. Science and Behavior Books.
- Schnarch, D. (1991). *Constructing the sexual crucible*. Norton.
- Schnarch, D. (1997). *Passionate marriage*. Norton.
- Sherman, R. & Fredman, N. (1986). *Handbook of structured techniques in marriage & family therapy*. Brunner/Mazel.
- Vaughn, D. (1986). *Uncoupling: Turning points in intimate relationships*. Oxford

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University Press.

Viorst, J. (1986). *Necessary losses*. Simon & Schuster.

Whitaker, C & Bumberry, W. (1988). *Dancing with the family: A symbolic experiential approach*. Basic Books.

Waring, E.M. (1988). *Enhancing marital intimacy through facilitating cognitive self-disclosure*. Brunner/Mazel.

Weiss, R.S. (1975). *Marital separation*. Basic Books. Wells, J. (1983). *Current issues in marriage & the family*. Macmillan. Whitfield, C.L. (1987). *Healing the child within*. Health Communications.

Wolman, B.B. & Stricker, G. (Eds.) (1983). *Handbook of family and marital therapy*. Plenum Press.

Recommended Textbook

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

COURSE DESCRIPTION

COUN612. *Advance Seminar in Marriage and Family Therapy*. A didactic and experiential seminar course in marital and family counseling/therapy for advanced students. Emphasis on the development of the students' therapeutic expertise in structural and strategic family intervention techniques.

Prerequisite: Counseling 611 or consent of instructor

COURSE OBJECTIVES

For Students to:

1. Become knowledgeable about new approaches to marriage and family therapy both theoretically and in application.
2. To develop skills in using the techniques which have grown out of these approaches
3. To develop their own theoretical approach toward working with families

A seminar is defined as “a group of advanced students at a college or university, meeting regularly and informally with a professor for discussion of research problem.” Hence, the usual lecture format will not be followed. The instructor will serve as a resources person, and each student will be expected to have read relevant materials, participate in and to CONTRIBUTE TO ALL, discussions. Since a *Syllabus/Schedule are subject to change*



seminar is advanced and this is a doctoral level course, evidence of conceptualization of material beyond that of master's level courses is important. This course is designed to significantly advance the students' knowledge, understanding, and practice of contemporary approaches to family therapy/counseling.

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

- A. Attachment Theory/security in families
- B. Change in families
- C. Ethical/Multicultural issues with families
- D. Intergenerational Therapy
- E. Strategic Therapy/MRI/Milan
- F. Structural Therapy
- G. Solution Focused/Brief Therapy
- H. Narrative/Social Constructivist/Postmodern Therapy
- I. Experiential/Humanistic Therapy

Course Requirements:

Theory Presentation/discussion: Students will be expected to present on one or two of the above theories. The presentation will be based on the student's "out of class" preparation/reading of the theory (must include a minimum of one major book on the theory). Additional current journal articles should be included; video may be used, when available, to augment the presentation. Students presenting the theory will also provide two related articles to all class members. At least one of these articles MUST be clinically/application based. These articles will be provided to the class one week prior to the presentation of the theory. Student presenting the theory will also be responsible for "directing" the discussion of the articles. Additionally, the student presenting the theory will conduct a mock counseling session (with the student serving as therapist) applying the theory, based on a hypothetical client issue provided by the instructor. Assistance for the student/therapist will be provided by the instructor, as needed, and the purpose of the session will be more to help see the theory in action, rather than try to provide expert therapy. Each student will also provide his/her observation of all theories presented. Each student will pick up a theory of his choice to identify with. Each student will turn in 20 multiple choice questions on his/her presentation to the instructor with correct answers marked with the reference. At minimum 5 questions need to be case based/scenario, otherwise, applied questions.

Presentation should include the following:

- Background/history of the theory
- Key concepts
- Assessment/treatment
- Techniques
- Role of the therapist
- Ethical/multicultural implications
- Types of cases most likely and least likely to be effective with

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Expectations of Students

1. Attendance of all classes
2. Reading of assignments in advance
3. Active participation in discussion and practice.
4. Commitment to own growth.

Assignments/Assessments

Exam (100 points): The Final Exam will consist of 50 multiple-choice, true/false questions. This is a timed exam. The goal of the exam is to test your knowledge on various concepts of the main theories of counseling that we study in this class, as well as apply that knowledge to practice.

Exam Rubric

	1 – Does Not Meet Expectation (0-43 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Grade Percentage on Exam	Less than 80% correct on all exam items	Between 80% and 89% correct on all exam items	Greater than 89% correct on all exam items

1. **Class presentation (25 points):** Each student will facilitate a presentation of one of the major theory that is studied in this class.

Class Presentation Rubric

	1 – Does Not Meet Expectation (0-15 points)	2 – Meets Expectation (16-20 points)	3 – Exceeds Expectations (20-25 points)
Presentation Qualities 25 points	Presentation with no visual aid, not presented in a clear manner OR is missing critical components of the theory OR is presented in an illogical/inconsistent manner. not consistent	Presents has visual aid such as power points most elements of the Appendix A. and supplemental chart Presentation evident of graduate level work	Presentation has visual aid and covers all elements of Appendix A thoroughly and clearly. Post is evident of graduate level work.

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	with graduate level work		
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Evaluation

Student attendance 30%
 Presentations and mock counseling session 20%
 Participation and contribution to class discussion 20%
 20 Scenario Question Creation 10%
 Final Exam 20%

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

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 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.

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

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, D2L supports 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.

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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - 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-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *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)
<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:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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

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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 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 *Syllabus/Schedule are subject to change*



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/undergraduateAdmissions/studentGuidebook.aspx>

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/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-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/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides *Syllabus/Schedule are subject to change*



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/studentDisabilityResourcesAndServices/>

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&M-Commerce 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/rulesProcedures/34SafetyOfEmployeesAndStudents/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.

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

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Handbook, Policies 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.)

UNIVERSITY CLOSING DUE TO WEATHER

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

Tentative Calendar

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1	Introduction		Syllabus	In Class Discussion
Week 2	Overview of system theory	n/a	Lecture	In Class Discussion
Week 3	Overview of system theory	n/a	Lecture	In Class Discussion
Week 4	Ethics and Family Therapy	n/a	AAMFT Code of Ethic	In Class Discussion
Week 5	Transgenerational Family Therapy	n/a	Bowen (1978)	In Class Discussion
Week 6	Bowenian Family Therapy Observation/Discussion	n/a	Kerr (1988) Live Bowenian Family Session/Mock Session	In Class Discussion
Week 7	Structural Family Therapy	n/a	Minuchin, S. & Mishman, H.C. (1981)	In Class Discussion
Week 8	Structural Family Therapy Observation/Discussion	n/a	Minuchin, S. (1974). Live Structural Family Therapy Session/ Mock Session	In Class Discussion
Week 9	Midterm Exam		Over Covered Material	Take Home Exam
Week 10	Experiential/humanistic Family therapy	n/a	Satir (1983) Whitaker	In Class Discussion

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			(1988)	
Week 11	Strategic Family Therapy	n/a	Haley (1987)	In Class Discussion
Week 12	Solution Focused Family Therapy	n/a	Supplemental articles	In Class Discussion
Week13	Narrative Family Therapy	n/a	Supplemental articles	In Class Discussion
Week 14	Post Modern/Changing Family Therapy	n/a	Supplemental articles	In Class Discussion
Week15	Multiple choice/scenario Final Exam			In-Class Final