



Introduction to Marriage and Family Counseling/Therapy

Spring, 2026

Class Meet: Thursday 4:30 – 7:10pm

Room: TBA

| | |
|---|--------------------------|
| Instructor: | Zaidy MohdZain, PhD., |
| Office Location: | Binnion 229 |
| Office Hours: | by appointment |
| University Email Address: | zaidy.mohdzain@etamu.edu |
| Preferred Method of Communication: | email |
| Communication Response Time: | 48 hours |

Graduate Co-Instructor University Email Address (if available):

Materials – Textbooks, Readings, Supplementary Readings

Goldenberg, H., Stanton, M & Goldenberg I, (2017). *Family therapy: an overview*. (9th edition). Cengage Learning. [ISBN 978-1-305-09296-9]

Carr, A. (2024). Family therapy and systemic interventions for child focussed problems: The evidence base. *Journal of Family Therapy*, 47(1). <https://doi.org/10.1111/1467-6427.12476>

Madanes, C., (1981). *Strategic family therapy*. San Francisco, CA: Jossey-Bass Inc. [ISBN 10: 0875894879] [ISBN 13: 9780875894874]

Minuchin, S., & Fishman, H. C. (2009). *Family therapy techniques*. Boston, MA: Harvard University

[semester/year]

Syllabus/Schedule are subject to change

Press. [ISBN: 9780674283299, or 0674283295]

McGoldrick, M., Gerson, R., and Petry, S. (2020). *Genograms: Assessment and Treatment*. New York: W.W. Norton. [ISBN: 978-0-393-71404-3];

Recommended Textbook

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

COURSE DESCRIPTION

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 course at another time.

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

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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.

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 is a face-to-face course. Your physical presence is required and subject to the University policy on class attendance. In addition to in-person lectures, discussion, activities, and workshops, there may be occasions when D2L 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 the latest 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

Class Participation and Discussion:

You are expected to participate in class discussion with in-depth submissions of your thoughts and reactions and participate in experiential activities. Examples of experiential activities include but not limited to role play as member of the family unit attending counseling sessions and/or a clinician conducting either couple or family counseling sessions based on selected theoretical orientation.

The purpose of such in class activities is to assess your understanding of the materials covered in your reading assignments and your ability to apply the concepts in real counseling sessions **using systems theory** (please note the emphasis as indicated by bold and underlined lettering here). When submitting your assignments, your deliberation needs to be referred to the concepts in the reading assignments such as your textbook by using the systemic terms. So, your submissions need to be cited and referenced. By doing so, you will acquire a new professional language for such things as clinical supervision, referral to other providers, etc.,

The University policy regarding class attendance will be strictly enforced. Please refer to the link here https://coursecatalog.tamuc.edu/grad/office-of-graduate-studies/#class_attendance_rule. **There is no make up for any missed class attendance. Class absences of more than 3 will trigger a referral for possible remediation via CSCE (see Student Handbook) and be referred to Departmental Remediation Committee. It also may cause a drop in the overall final letter grade in the course.**

Quizzes (100 total maximum points). There will be a total of 2 multiple choice and true/false quizzes with each worth a maximum of 50 points. The goal of the quiz is to test your knowledge on various theories of Family Therapy covered in this course, as well as application of knowledge to practice. The purpose of quiz is to assess students' knowledge and understanding of reading assignments.

Assessment: Quizzes Rubric

| | 1 – Does Not Meet Expectation (0-39 points) | 2 – Meets Expectation (40 - 44points) | 3 – Exceeds Expectation (45-50 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 |

Application Exam (100 points)

The objectives of the Application Exam are for students to demonstrate their understanding of class materials and for them to demonstrate their ability to apply those concepts and materials to

the case as depicted in the selected movie. The emphasis is demonstration of ability to apply various concepts in systems theory (various concepts as described in reading assignments especially in chapters 1, 2, 3, and 4 of Goldenberg, Stanton, and Goldenberg (2017) in describing each character in the family).

Students are expected to place themselves as a clinician and the family is their client bringing the case as depicted in the movie for family counseling services. Among other things, students are expected to address family rules, roles, boundaries, system and subsystems, how each member of the family, not just the IP, plays a role in enabling the homeostasis and how to disrupt such dynamics in the intervention phase. Include in your narrative such things as the techniques used (for example, if you choose reframing, how would you reframe a scenario or behavioral sequence during counseling sessions). The narrative should be clinical in nature.

Students will watch a movie (“Doing Time on Maple Drive” and freely available through YouTube) and based on various scenes and interactions between various characters, select one character to be an identified patient (IP) and the student being in a role of a professional counselor, providing family or couple counseling services, NOT individual counseling services. Develop presenting problems brought by the identified patient based on the movie. Using the characters as depict in the movie, write about how each character would present themselves during counseling sessions and how the professional counselor would handle them and facilitate interventions. For example, if one individual member of the family as depicted in the movie as controlling and exerting power over others, students are to address how as a clinician, would such individual behave during counseling sessions toward the clinician and also towards every other members in the family and how would a clinician handle him/her, what techniques and methods as described in textbooks regarding system theory would the clinician use, what systems theoretical concepts are applicable when you observe behavioral sequences or interactions of family members during the session (this is KEY to earning higher grade. For example, the concepts discussed in Chapter 4)), what kind of interventions would the clinician apply to the case, what dynamics exhibited by the family would he/she consider as reaching the goal of therapy/counseling, i.e., when termination/referral is determined, etc.,

This Application Exam is less about the movie per se but use the movie, the characters in it and their interactions with each other, etc., as if they are appearing in front of you, as a clinician, for counseling services. Before starting, please review the grading matrix below as it will guide you in writing your answer. You may refer to Glossary beginning on page 467 to 476 for terms or concepts that may apply. The more you are able to made a link or describe the concepts to your observations of the interactions or behaviors exhibited during the counseling sessions, the higher the grade.

Genogram is an expected part of the paper.

Application Exam Rubric

| Presenting issues 10 Points | 1 – Does Not Meet Expectation (0-6.9 points) | 2 – Meets Expectation (7.0- 8.9 points) | 3 – Exceeds Expectations (9 -10 points) |
|--------------------------------|--|---|---|
| | Presenting issue is not | Presenting issue presents | Presenting issue presents all |

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Syllabus/Schedule are subject to change

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|---|--|--|---|
| | complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work | most elements of the question OR all elements discussed in a brief manner. Evident of graduate level work with some grammatical/APA errors | elements of the question(s) discussed thoroughly and clearly and the narrative is within acceptable systemic theory. Evident of graduate level work with few to no grammatical/APA errors. |
| Description of the family unit 40 points | 0 – Does Not Meet Expectations (0 – 19.9 Points) | 2- Meets Expectations (20 – 34 Points) | 3 – Exceeds Expectations (35 – 40 Points) |
| | Description is not complete, not written in a clear manner. Mainly a summary of the movie without connecting to any system theory concepts outlined in reading assignments. No genogram. | Description presents some elements and discussion is brief with details unconvincingly outlined. Genogram is minimally acceptable but not professionally done. | Description presents all elements and discussed thoroughly and clearly. Utilize concepts in main textbooks and demonstrate ability to apply those concepts to the case in the movie. Genogram is detailed with relationships illustrated. Overall narrative is graduate-level work and demonstrative of ability to apply system theory concepts. |
| Interventions 50 Points | 0 – Does Not Meet Expectations (0 – 39.9 Points) | 2 – Meets Expectations (40 - 44.9 Points) | 3 – Exceeds Expectations (45 – 50 Points) |
| | Description is not complete, not written in a clear manner. No description of what occur within the counseling sessions. Narrative is heavily focused on the movie and its characters with no or little referral and/or connection to the system theory concepts as outlined in reading assignments. | Description and narrative are minimally acceptable with details left out. Brief (insufficient) description on what transpire within the counseling sessions. Insufficient/inadequate application of systems theory concepts OR intervention is heavily focused from the perspective of individual counseling intervention. | Description includes the difference in conducting individual versus family counseling based on theoretical concepts learned. Able to cite and use concepts within the textbooks on system theory in the narrative. Describe how counseling takes place within each session in detail and the overall progression towards resolutions of presenting problem in each session until termination. Narrative is congruent with systemic theory. Include techniques and methods which will be used by the counselor during counseling sessions. Genogram demonstrating the nature of relationship between all individuals within the system is accurate. Graduate-level quality work with citations and references as per APA styles. |

Prerequisite: COUN 510 or instructor consent.

Murphy Day – Attendance and Presentations (100 points)

Attendance at Murphy Day (April 23, 2025) at Mesquite ISD.

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This is a professional development event organized by the Department of Counseling during which attendees will have opportunities to learn and participate in various topics such as trauma care, forgiveness, drug/alcohol impacting schools/society, self-compassionate; navigating grief/suicide in schools/society play therapy and school counseling by various nationally prominent scholars and our local experts.

Students are required to write a reflective paper addressing their learnings and understanding on the selected topic/s and demonstrate the ability to apply their understanding in clinical settings when counseling clients.

Murphy Day Attendance: Grading Rubric (100 points)

| | 1. Do Not Meet Expectation (69% and below) | 2. Meets Expectation (70% -80%) | 3. Exceeds Expectation (81% - 100%) |
|--|--|--|--|
| Description and narrative based on the topics of presentations | Late or/and no submission; not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work; No or little reference to the presentation/topic | Presenting issue presents most elements of the question OR all elements discussed in a brief manner. Evident of graduate level work with some grammatical/APA. Description presents some elements and discussion is brief with details unconvincingly outlined | Presenting issue presents all elements of the question(s) discussed thoroughly and clearly and the narrative is within acceptable systemic theory. Evident of graduate level work with few to no grammatical/APA errors. Description includes the difference in conducting individual versus family counseling based on theoretical concepts learned. Able to cite and use concepts discussed during presentation on system theory in the narrative. Describe how counseling takes place within each session in detail and the overall progression towards resolutions of presenting problem in each session until termination. Narrative is congruent with systemic theory. Include techniques and methods which will be used by the counselor during counseling sessions. Graduate-level quality work with citations and references as per APA styles. |

Counseling Role Play Demonstration (100 points)

This experiential activity will take place during class time. You are to play the role of a clinician providing counseling services to either couple and/or family. Your clients will be played by your classmates who will create and develop the presenting issue and you, as their counselor, to conduct your counseling session using theoretical orientation you select. The role play will take place in front of the class and recording is optional. Ability to conduct oneself professionally during role play and during feedback sessions is expected. Adherence to ethical guidelines such as confidentiality is expected and any violations will be referred to Faculty Remediation Committee.

After the counseling session ends, you are to narrate/present your experiencing of counseling your client (either couple or family), assess your own schema and articulate what you learn from the role play. Feedbacks from classmates and instructor must be considered and responded during the briefing.

The grade will be based on your articulation of your learnings, that is, what you learn out of that role play about you as a clinician and about conducting couple or family counseling. For example, you recognize that attempts to use certain techniques (e.g., joining, reframing, magic wand, sculpting, etc.) that were successful and those that failed to materialize and your thoughts behind them. You must base your counseling interventions role play from the systems theoretical perspective, not from individual counseling perspective. Therefore, for the purpose of this assignment and even though this is only class experiential activity, you should refrain from conducting/exercising individual counseling. Doing so may result in you not meeting the “exceeds expectation” mark. Not participating in role play as a member of a dyad or family unit (i.e., be clients) when asked or declining when requested may also reduce the overall grade earned for this particular assignment.

As this assignment involve the inclusion of other members of the class, specific time will be assigned to you to complete this role play. Missing such timeslot forfeits your assignment. Any make-up for missing attendance depends on your classmates’ availability. Each of you will receive personal consultation and supervision from me (taking place during class time privately and confidentially) and during which you will be appraised of the grade you earn for this particular assignment.

Final Project/Exam (100 points)

Please refer to the course description under the sub-heading of course content area above. It is a listing of areas in which you are to articulate and narrate for this project. The primary purpose of this assignment is to assess your understanding of class materials and how those concepts apply to you as a clinician providing couple and/or family counseling services, that is, the emphasis remains with what is taking place within the counseling sessions which you will conduct. Include the clinician’s purposeful observations of clients during such sessions and apply which theoretical concepts that would apply to such transactions and interactions (i.e., how do you collect data from your clients to inform and guide you in planning for your intervention plans).

This project is also a reflection of you, and your journey in preparing yourself to be a clinician to provide counseling services for couples and families. You may contrast and articulate your understanding and describe the difference in professional expectations and standards of practice between individual, couple, family and group counseling. Additionally, you may include narrative of your experiencing the role play as a family/couple counselor during your assigned counseling role play in “Counseling Role play Demonstration”.

Additionally, this Final Project includes a demonstration of your understanding and your ability to apply concepts such as the difference between individual counseling versus family or/and couple counseling in terms of theoretical foundations and the manner in which clinicians conducts themselves during counseling sessions. As this an academic exercise, reference to scholarly work with proper citations and referencing is required.

Final Project/Exam Rubric

| Presenting issues 10 Points | 1 – Does Not Meet Expectation (0-6.9 points) | 2 – Meets Expectation (7.0- 8.9 points) | 3 – Exceeds Expectations (9 -10 points) |
|---|--|---|--|
| | Presenting issue is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work | Presenting issue presents most elements of the question OR all elements discussed in a brief manner. Evident of minimal quality graduate level work with some grammatical/APA errors | Presenting issue presents all elements of the question(s) discussed thoroughly and clearly and the narrative is within acceptable systemic theory. Evident of quality graduate level work with few to no grammatical/APA errors. |
| Description of self as a professional counselor and roles expected of a professional counselor during sessions 40 points | 0 – Does Not Meet Expectations (0 – 19.9 Points) | 2- Meets Expectations (20 – 34 Points) | 3 – Exceeds Expectations (35 – 40 Points) |
| | Description is not complete, not written in a clear manner. Not connecting to any system theory concepts outlined in reading assignments. | Description presents some elements and discussion is brief with details unconvincingly outlined. Minimal reference to theoretical concepts. More on writer’s opinion. Little citation and referencing. Not professionally done. | Utilize concepts in main textbooks and demonstrate ability to apply those concepts to the project/paper. Detailed description of methods of observation and collecting data during counseling sessions by linking theoretical concepts to the purposeful behavior of the clinician. Overall narrative is graduate-level work and demonstrative of ability to apply system theory concepts. |
| Interventions 50 Points | 0 – Does Not Meet Expectations (0 – 39.9 Points) | 2 – Meets Expectations (40 - 44.9 Points) | 3 – Exceeds Expectations (45 – 50 Points) |
| | Description is not complete, not written in a clear manner. No description of what occur within the counseling sessions. | Description and narrative are minimally acceptable with details left out. Brief (insufficient) description on what transpire within | Description includes the difference in conducting individual versus family counseling based on theoretical concepts learned. Able to cite and use concepts within the |

| | | | |
|--|---|--|---|
| | Narrative is heavily focused on the movie and its characters with no or little referral and/or connection to the system theory concepts as outlined in reading assignments. | the counseling sessions. Insufficient/inadequate application of systems theory concepts OR intervention is heavily focused from the perspective of individual counseling intervention. | textbooks on system theory in the narrative. Describe how counseling takes place within each session in detail and the overall progression towards resolutions of presenting problem in each session until termination. Narrative is congruent with systemic theory. Include techniques and methods which will be used by the counselor during counseling sessions. Succinct description of clinician's conduct during counseling sessions and personal self-awareness throughout the session with ability to distinguish personal versus professional demands in the moment. |
|--|---|--|---|

GRADING

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

| | | |
|----------|---|----------------------------|
| 90%-100% | A | Total Points: 450 or above |
| 80%-89% | B | Total Points: 400 - 449 |
| 70%-79% | C | Total Points: 350 - 399 |
| 60%-69% | D | Total Points: 300 - 349 |
| < 59% | F | Total Points: 299 or below |

| Assignment/Assessment | Point Value |
|---|-------------|
| Quiz 1 | 50 |
| Quiz 2 | 50 |
| Murphy Day – Attendance & Participation | 100 |
| Application Exam | 100 |
| Counseling Role Play Demonstration | 100 |
| Final Project/Exam | 100 |

Assignments are due on the day noted in the syllabus. Please refer to Course Outline/Calendar.

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

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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.
- 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 |

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| | | | 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. |

- 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 \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>

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- Adobe Shockwave Player <https://get.adobe.com/shockwave/>
- 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 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

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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/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 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.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



COURSE OUTLINE / CALENDAR

Tentative

[subject to change]

| Date | Topic | Readings | Assignments |
|-------------|--|--|--------------------|
| January 29 | Introduction Syllabus | Syllabus | |
| February 5 | Adopting a Family Relationship Systems Theory | Goldenberg, Stanton & Goldenberg (2017) Chapters 1 and 4 | |
| February 12 | Family Development; Gender, Culture and Ethnicity factor in | Goldenberg (2017) Chapters 2 and 3 | |

[semester/year]

Syllabus/Schedule are subject to change

| | | | |
|-------------|--|--|------------------------------|
| | Family Therapy; | | |
| February 19 | Origin and Growth of Family Therapy; Professional Issues | Goldenberg, Stanton & Goldenberg (2017) Chapters 5 and 6; Texas LPC Texas LMFT ACA 2014 Ethical Codes | |
| February 26 | Psychodynamic Model of Family Transgenerational Model | Goldenberg, Stanton & Goldenberg (2017) Chapter 7 and 8; | Journal Article Critique due |
| March 5 | Experiential Models of Family Therapy | Goldenberg, Stanton & Goldenberg (2017) Chapter 9 | Quiz 1 due |
| March 12 | SPRING BREAK – no class | | |
| March 19 | The Structural Model of Family Therapy | Goldenberg, Stanton & Goldenberg (2017) Chapter 10 | |
| March 26 | Strategic Model of Family Therapy | Goldenberg, Stanton & Goldenberg (2017) Chapter 11 | Role Play |
| April 2 | The Behavioral and Cognitive Model of Family Therapy | Goldenberg, Stanton & Goldenberg (2017) Chapters 12 | Role Play |
| April 9 | Social Construction Models 1 and 2 | Goldenberg, Stanton & Goldenberg (2017) Chapters 13 and 14 | Role Play |
| April 16 | Population-based Family Treatment | Goldenberg, Stanton & Goldenberg (2017) Chapter 15 | Role Play Quiz 2 due |

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|----------------|---|---|--|
| April 23, 2026 | We do not meet as a class INSTEAD you are required to attend Murphy Day at Mesquite ISD and participate in various presentations. The event will be announced during classes prior to the date. | | |
| April 23 | Evidence-based Family Therapy | Goldenberg, Stanton & Goldenberg (2017) Chapter 16 | Role Play Application Exam due (D2L) (due 11/30/2025 at 11:59pm). No late submission will be accepted nor graded. |
| April 30 | Comparative View of Family Theories and Therapies | Goldenberg, Stanton & Goldenberg (2017) Chapter 17 | Role Play Final Project/Exam (D2L) (due 12/4/2025 at 11:59pm). |

Dated: November 24, 2025