



## COURSE SYLLABUS

### COUN 513: Communication in Marriage

*\*\*Prerequisite: COUN 516 and COUN 528*

### SUMMER II 2026

**Online, Synchronously on Thursday at 5:00pm and asynchronously on Tuesdays**

**Tuesdays at 5:00 PM CDT**

**with Online Asynchronous Content**

## INSTRUCTOR INFORMATION

**Instructor:** Zaidy MohdZain, PhD.,

**Office Location:** Henderson 323H

**Office Hours:** Email for appointment

**University Email Address:** [zaidy.mohdzain@etamu.edu](mailto:zaidy.mohdzain@etamu.edu)

**Preferred Form of Communication:** Email

**Communication Response Time:** 24 business hours

## COURSE INFORMATION

### Materials – Textbooks, Readings, Supplementary Readings

#### Required Textbooks

Shapiro, J. L., and Patterson, T. (2015). *Real-world couple counseling and therapy. An introductory guide.* San Diego, CA: Cognella.

[Print ISBN: 978-1-5165-4433-2]

[Ebook ISBN: 978-1-7935-0438-8]

Sperry, L. (2025) (Ed.). *Couple and Family Assessment. Contemporary measures and cutting-edge strategies.* (4<sup>th</sup> ed.). New York: Routledge Taylor & Francis Group

[pbk ISBN: 978-1-032-46889-1]

[ebl ISBN; 978-1-003-38366]

#### Required Readings of Information/materials/articles from:

American Counseling Association (2014). ACA Codes of Ethics. Author.

[https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c\\_2](https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf?sfvrsn=96b532c_2)



Pew Research Center, November 2019, “Marriage and Cohabitation in the U.S.”

link: <https://www.pewresearch.org/social-trends/2019/11/06/marriage-and-cohabitation-in-the-u-s/>

Pew Research Center, February 14, 2020, “More than half of Americans say marriage is important but not essential to leading a fulfilling life” link: <https://www.pewresearch.org/short-reads/2020/02/14/more-than-half-of-americans-say-marriage-is-important-but-not-essential-to-leading-a-fulfilling-life/>

Texas State Board of Examiners of Marriage and Family Therapists

<https://www.bhec.texas.gov/wp-content/uploads/2021/02/LMFT-February-2021.pdf>

Texas State Board of Examiners of Professional Counselors

<https://www.bhec.texas.gov/wp-content/uploads/2021/02?IPC-February-2021.pdf>

### **Required podcasts:**

from KERA/Think. KERA is a public radio station in Dallas and the program is called Think. The following required podcasts are free and available through various internet search engines.

University’s public radio station KETR also broadcasts the program

1. November 23, 2023 “The evolution of marriage”
2. November 13, 2021, “The Search for Soulmate a Path to Loneliness”
3. March 24, 2024 “The best communicators don’t talk much”.

### **Supplemental Readings (Optional)**

**American Psychological Association. (2004, Oct 8). Marital education programs help keep couples together. <https://www.apa.org/research/action/marital>**

**Berger, R. & Hannah, M.T. (Eds.). (1999). Preventive approaches in couple therapy. Brunner/Mazel.**

**Bubbenzer, D. L., & West, J. D. (Eds) (1994). Counseling couples. Thousand Oaks, CA: SAGE Publications [ISBN: 0-8039-8421-9]**

**Flynn, S. V. (2023). The couple, marriage, and family practitioner. Contemporary issues, interventions and skills. New York: Springer Publishing.**

**978-0-8261-8774-1 (Print)**

**978-0-8261-8775-8 (eBook)**

**DOI: 10.18991/9780826187758**



Gottman, J. M., and Gottman, J. S., (2024). *The new marriage clinic. A scientifically based marital therapy.* New York: W. W. Norton and Company [ISBN: 978-1-324-01631-1]

Guerin, Jr., P. J., Fay, L. F., Burden, S. L., & Kautto, J. G. (2007). *The evaluation and treatment of marital conflict. A four-stage approach.* New York: Basic Books Inc. [ISBN: 0-465-02112-3]

Schnarch, D. (2009). *Passionate marriage: Keeping love and intimacy alive in committed relationships.* W. W. Norton & Company.

Snyder, D. K. (2024). *What happens in couple therapy. A casebook on effective practice.* New York: The Guilford Press.

[print ISBN: 9781462554744]

[etext ISBN: 9781462554775]

## COURSE DESCRIPTION

### Catalogue Description of the Course

*COUN 513. Communication in Marriage*

Hours: 3

Theories and techniques of verbal, and nonverbal communication in the marriage relationship are studied. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516 and COUN 528.

### Course Objectives

(Student Learning Outcomes) include, but are not limited to, the following.

Students should be able to:

1. Understand the behaviors and patterns of verbal and nonverbal communication in marital relationships.
2. Understand the individual (emotional and developmental) and family (developmental and multigenerational) dynamics that contribute to and influence marital communication.
3. Understand the systemic context in which communication is perceived, defined, and responded to by individuals within marital dyads.
4. Know the characteristics of functional and dysfunctional marital communication.
5. Become familiar with several approaches to marital therapy.
6. Become familiar with current models of marital enrichment program.
7. Become aware of current research on marital functioning.

### 2024 CACREP Standards addressed in COUN 513

CACREP 2024	Learning Activity	Assignment	Assessment	Benchmark
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Standard			Rubric	
<b>5.F.1.</b> sociology of the family, family phenomenology, and family of origin theories	Class lecture; Genogram activity; Discussion boards	Mid-term and final exams		
<b>5.F.2.</b> aging and intergenerational influences and related family concerns	•	1.	1.	
<b>5.F.3. impact of interpersonal violence on marriages, couples, and families</b>	•	2.	2.	
<b>5.F.4.</b> interactions of career, life, and gender roles in marriages, couples, and families	•	3.	3.	
<b>5.F.5. impact of unemployment, underemployment, and changes in socioeconomic standing on marriages, couples, and families</b>	•	4.	4.	
<b>5.F.6</b> the impact of migration on family functioning	•	5.	5.	



<b>5.F.7</b> theories and models of marriage, couple, and family counseling	<ul style="list-style-type: none"><li>• X1</li></ul>	6.	6.	
<b>5.F.8</b> principles and models of assessment and case conceptualization from a systems perspective	<ul style="list-style-type: none"><li>• X1</li></ul>	7.	7.	
<b>5.F.9.</b> family assessments, including genograms and family mapping	<ul style="list-style-type: none"><li>•</li></ul>	8.	8.	
<b>5.F.10</b> techniques and interventions of marriage, couple, and family counseling	<ul style="list-style-type: none"><li>• X1</li></ul>	9.	9.	
<b>5.F.11</b> conceptualizing and implementing treatment, planning, and intervention strategies in marriage, couple, and family counseling	X1			
<b>5.F.12.</b> service delivery modalities and networks				



within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare				
<b>5.F.14.</b> third-party reimbursement and other practice and management issues in marriage, couple, and family counseling				

**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 in-class 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. Actively participate! During face-to-face classes, you are expected to actively participate in all activities and discussions. 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 7<sup>th</sup> 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

**EVALUATION**

**Please review the assignments for this course below:**

**Exams (100 points each).**

- Halfway through the term, there will be a midterm multiple choice/case vignette exam that mirrors questions that may be used to prepare for licensure exam (NCE) and/or program comprehensive exam (CPCE).

**Assessment: Mid-Term Rubric**

	<b>1 – Does Not Meet Expectations (0-79 points)</b>	<b>2 – Meets Expectations (80-89 points)</b>	<b>3 – Exceeds Expectations (90-100 points)</b>
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

**Assessment: Final Exam Rubric**

	<b>1 – Does Not Meet Expectations (0-79 points)</b>	<b>2 – Meets Expectations (80-89 points)</b>	<b>3 – Exceeds Expectations (90-100 points)</b>
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

**Couple Interview (120 points)**



This assignment offers an opportunity to gain a deeper understanding of the class concepts and an opportunity to apply them directly to the couple/case. Place yourself in the role of a clinician when conducting this interview.

You will be required to interview one (1) couple, at a selected stage of marriage (committed relationship) from the following.

- Stage 1: 0-3 years
- Stage 2: 4-8 years
- Stage 3: 9-15 years
- Stage 4: 16-25 years
- Stage 5: 25+ years
- Bonus Stage:  
50+ years

Indicate whether the couple is within their first marriage or remarried, with or without children.

This should be an informally structured interview designed to discover how the couple makes the marriage work. As such, no specific set of questions is required. This allows you, the interviewer, the privilege and freedom to explore the unique set of dynamics that exists in your couple. Also, while videotaping or recording the interview, is not required, it, however, will allow you to be fully involved in the process, while simultaneously providing you with the recording to reflect on later. Develop and provide a permission to record document and execute with signatures from both individuals. Areas to tap into, using your own style of engagement, are: How long have you been married?; Initial attractions; How did you know this person was the one for you?; Qualities you love and appreciate in your partner; How do you express that to each other?; Discoveries/surprises along the way; How do you handle conflicts?; What characteristic or quality would you say contributes the most to the success of your marriage?; What advice or suggestions for a successful marriage would you give to couples contemplating marriage? What about this marriage/coupling that you wish to pass it on to your loved ones? Any other areas that naturally flow out of the interview can be addressed as well. Summarize your interview by incorporating the above information as well as your observations of the couple in areas of style of communication, level of connectivity, ways of interacting, verbal/non-verbal patterns, seating arrangement, etc. Include any personal reaction you might have had to the couple.

Genogram of a minimum 3 generations is encouraged (the higher the better) to be included in your paper. Further details such as expectations will be discussed during classes. No sample paper will be provided.

\*\*\* Read and review materials in textbooks before attempting to interview the couple. Materials in Sperry (2025) textbook especially chapters 2, 5 and 6 serve as a guide or foundation to keep



in mind when you interview the couple even though you may not necessarily make them complete any of the instruments mentioned. The grading is dependent upon demonstration of understanding the concepts and materials contained in both your textbooks and your ability to apply them to the couple you are interviewing. Because this is a graduate-level class assignment, proper citations and referencing are required.

**Assessment: Interview Paper Grading Rubric**

	<b>1- Does not Meet expectation</b>	<b>2 – Meets Expectation</b>	<b>Exceeds Expectation</b>
<b>Clinical description of couple (20 points)</b>	0 – 15.9 points	16 – 17.9 points	18 – 20 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 with little clinical in nature. Evident of 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 graduate level work with few to no grammatical/APA errors. Three generation Genogram included
<b>Description of the dyad or unit according to the developmental stages (40 points)</b>	0 – 28 points	29 – 35 points	36 – 40 points
	Description is not complete, not written in a clear manner. Mainly a summary of the interview without connecting to any system theory	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



	concepts outlined in reading assignments.		demonstrate ability to apply those concepts to the case. Genogram is detailed with relationships illustrated. Overall narrative is graduate-level work and demonstrative of ability to apply system theory concepts.
<b>Using course materials and applying them to the couple or dyad. Describe self as a clinician working with the couple (40 points)</b>	0 – 28 points	29 – 35 points	36 – 40 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. The narrative appears to be linear and individually focused.	Description includes the articulation of the difference in conducting individual versus couple 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. Graduate-level quality work with citations and references as per APA styles.
<b>Genogram (50 points)</b>	0 – 35 points	36 – 44 points	45 – 50 points
	No genogram submitted along with the paper.	Spotty representation of individuals; and presentation is less than professional in appearance.	Professionally presented with relationships indicated between individuals

**Assessment: Reflective Paper**

You will keep a working written reflection of readings and their application to your personal and professional development, particularly pertaining to your own style of communication. At the end of the semester you will write an integrated personal reflection on your progress throughout the course regarding your style of communication within relationships, working with couples, your fit, and your walked path into an increased level of self-awareness and hopefully congruence. As this assignment is partly developmental in nature, you may be asked to show your written reflections after you have turned in your paper.

**Reflective Paper: Grading Rubric**



Presenting issues regarding styles of communication within relationships 20 Points	1 – Does Not Meet Expectation (0-9.9 points)	2 – Meets Expectation (10.0- 14.9 points)	3 – Exceeds Expectations (15 -20 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 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 graduate level work with few to no grammatical/APA errors.
Description of the dynamic of working with couple or dyad 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 interview 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.
Self awareness and how do self fit into delivering couple or relationship counseling 40 Points	0 – Does Not Meet Expectations (0 – 19.9 Points)	2 – Meets Expectations (20 - 29.9 Points)	3 – Exceeds Expectations (30 – 40 Points)
	Description is not complete, not written in a clear manner. No description of what occur within the counseling/interview sessions.	Description and narrative are minimally acceptable with details left out. Brief (insufficient) description on what transpire within the counseling sessions.	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 is heavily focused on the interview session and its characters with no or little referral and/or connection to the system theory concepts as outlined in reading assignments.	Insufficient/inadequate application of systems theory concepts OR intervention is heavily focused from the perspective of individual counseling intervention. Too few or insufficient citations and referencing.	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.
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**Discussion Boards (participation points) in D2L.** You will be asked to provide reflections and feedback to the asynchronous content in this class. You are expected to give a thorough and thoughtful response to each prompt and engage with others in the discussion forum. The goal of the discussion posts is to stimulate conversation surrounding marriage and family counseling, challenge any preconceived notions relevant to systems counseling, and expand your thoughts on the professional roles and responsibilities in the realm of marriage and family therapy practice. The rubric for both discussion and response posts is below and takes the average of all posts/responses as the final grade. Discussion posts and responses are due by Saturday each week (11:59 PM CST). There are no points earned for late posts and/or responses.

Requirement	1 – Does Not Meet Expectations (0-1 point)	2 – Meets Expectations (2.5 points)	3 – Exceeds Expectations (5 points)
<b>Initial post qualities</b> (5 possible points for initial post + responses)	Initial post is incomplete, 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 7 errors; not consistent with graduate level work. (0 points)	Post presents most elements of the question OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors (2.5 points)	Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. (5 points)
<b>Response qualities</b>	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA	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



	errors and is not consistent with graduate level work.		graduate level work with few to no grammatical/APA errors.
<b>Composition standards</b> (2.5 possible points)	The paper does not follow APA formatting guidelines or meet graduate-level writing standards. Grammar, spelling, and clarity issues are prevalent. Scholarly sources are absent or improperly cited. The paper exceeds or does not meet page length requirements. (0 – 0.5 points)	The paper adheres to most APA formatting guidelines and demonstrates basic writing proficiency. Grammar and clarity issues are present but do not impede understanding. At least one scholarly source is cited, though citation style may have minor errors. The paper meets page length requirements. (1.5-2 points)	The paper adheres fully to APA 7 formatting guidelines and demonstrates strong writing proficiency. Grammar and clarity are excellent. At least one scholarly source is cited correctly, and the paper meets page length requirements. (2.5 points)

### GRADING

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	Point Value
Participation in class/board discussions	50
Interview Paper	150
Reflection	50
Midterm Exam	100
Final Exam	100
	450

Assignments are due on the day noted in the syllabus, no exceptions unless communicated with instructor in advance.

### 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.
- 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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> 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.

- 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/>
- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple QuickTime](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**

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](mailto: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.



# EAST TEXAS A&M UNIVERSITY

## 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/undergraduateAdmissions/studentGuidebook.aspx).  
<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)  
<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](mailto: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.

**SCHEDULE - subject to modifications/changes**

Date	Topic	Readings	Assignments
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Week 1	<a href="#">Introduction</a> <a href="#">Course Overview</a> <a href="#">Ethics and Professional Issues</a>	<a href="#">Syllabus</a> Pew Research Center, November 19, 2019 “Marriage and Cohabitation in U.S.” (all 4 topics) <a href="#">ACA Codes of Ethics (2014)</a> <a href="#">Shapiro &amp; Patterson (2015) Chapter 2</a>	<a href="#">ACA Codes of Ethics 2014</a> <a href="#">Texas’ LPC and LMFC</a>
Week 1	<a href="#">Marriage</a> <a href="#">Marriage</a>	<a href="#">Shapiro &amp; Patterson (2015) Chapters 1 &amp; 3</a> Podcast from KERA/Think November 23, 2023 “The evolution of marriage”	
Week 2	<a href="#">Relationships</a>	<a href="#">Shapiro &amp; Patterson (2015) Chapters 4 &amp; 5</a> Pew Research Center, February 14, 2020 “More than half Americans say marriage is important but not essential to leading a fulfilling life”	Mid-term
Week 2	<a href="#">Process of Couple Treatment</a>	<a href="#">Shapiro &amp; Patterson (2015) Chapters 6, 7, 8 &amp; 9</a> Sperry (2025) Chapters 1, 2, 3, 4, & 5 Podcast KERA/Think,	
Week 3	Counseling and Professional Consideration	Shapiro & Patterson (2015) Chapters 10, 11 and 12	
Week 3	Process of Couple Treatment and Interventions		
Week 4	Self Care and Professional Development for Counselors	KERA/Think, March 24, 2024 “The best communicators don’t talk much”.	Couple Interview due
Week 4	Closure		Reflective Paper due



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Week 5			Final Exam
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