



COURSE SYLLABUS
COUN 611 / 81783
Introduction to Marriage and Family Counseling
Fall 2026
August 20 – December 4, 2026
Dallas Campus

INSTRUCTOR INFORMATION

Instructor: Dr. Robyn L. Flores

Office Location: Dallas Campus, Office #2058 – Take the 19th-floor elevator; take the Lion Elevator to the 20th floor, then turn left into the office hallways.

Zoom link: <https://etamu-edu.zoom.us/j/7421321052>

On-Campus Days: Tuesdays and Thursdays (Dallas/Zoom)

Office Hours: 10:00-5:00 PM Tuesdays and 8:00-12:00 or 2:00-4:00PM on Thursdays – *please email ahead of time to schedule*

University Email: robyn.flores@etamu.edu

Preferred Form of Communication: Email

Phone: 623-377-8435 (cell – text your name, class, and inquiry)

Communication Response Time: Estimated within 24 business hours

Please demonstrate appropriate professional disposition in all correspondence.

COURSE DESCRIPTION AND FORMAT

Synchronous and asynchronous content.

Catalog Description of the Course

COUN 611. Introduction to Marriage and Family Counseling/Therapy (3 credit hours)

This course surveys the historical development and principal conceptualizations of marital and family counseling/therapy. Goals include an introductory examination and comparison of various theories currently employed in the field, with an emphasis on interview techniques. Subject areas to be covered include the various schools of family counseling/therapy, as well as current trends and issues in marriage and family counseling/therapy. Prerequisites: COUN 516 and COUN 528. Corequisites: COUN 516, COUN 528.

General Course Information

This is an introductory course to develop marriage, family, and systemic counseling skills, which are required for doing an internship and acquiring credentials as a Marriage & Family therapist. It is designed for students who already have a background in counseling but want specialized skill training. It will

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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 sufficient time and effort to this course, please consider taking it at another time.

CACREP 2024 AND KEY PERFORMANCE INDICATORS (KPIs)

KPI Information

There are no KPIs specific to this course.

Annual Evaluation of Students

The program faculty has a systematic process in place for the use of individual student assessment data, KPI and Student Disposition data, in relation to retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measures students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

2024 CACREP Standards addressed in COUN 611

CACREP 2024	Learning Activity	Assignment	Benchmark
5.F.1. sociology of the family, family phenomenology, and family of origin theories	Synchronous and synchronous class lecture; Genogram activity and discussion board	1.Mid-term and final exams 2.Genogram discussion	80% or greater on all assignments
5.F.2. aging and intergenerational influences and related family concerns	Synchronous and synchronous class lecture; Genogram activity and discussion board	1.Special Topics Assignment 2.Genogram Discussion	80% or greater on all assignments
5.F.4. interactions of career, life, and gender roles in marriages, couples, and families	Synchronous and synchronous class lecture;	1.Mid-term and final exams 2.Special Topics 3.Counseling Demonstration	80% or greater on all assignments



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5.F.9. family assessments, including genograms and family mapping	Synchronous and synchronous class lecture; Genogram activity and discussion	1.Mid-term and final exams 2.Genogram Discussion	80% or greater on all assignments
5.F.12. service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	Synchronous and synchronous class lecture; discussions	1.Mid-term and final exams 2.Special Topics 3.Counseling Demonstration	80% or greater on all assignments
5.F.14. third-party reimbursement and other practice and management issues in marriage, couple, and family counseling	Synchronous and synchronous class lecture; discussions	1.Mid-term and final exams	80% or greater on all assignments

CONTENT AREAS

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

1. Self-evaluation as a potential marriage and family counselor.
2. Personal philosophy and methodology for marriage and family counseling that can be defended via sound rationale.
3. Professionalism in marriage and family counseling (i.e., organizations, agencies, etc.) and understanding of the ACA (2014/2026) Code of Ethics; AAMFT (2026) Code of Ethics; IAMFC (2018) Code of Ethics; NBCC (2023) Code of Ethics.
4. Multiple aspects of marriage and family 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 marriage and family counseling field and current issues
7. Key terms in marriage and family counseling and associate the terms with appropriate schools of thought
8. Compare and contrast the theories and approaches of leading schools of thought
9. Personal issues pertaining to one's family of origin and present functioning and how these issues may affect one's therapeutic relationships



10. Current literature in the marriage and family counseling field through peer-reviewed scholarly articles and journals

COURSE REQUIREMENTS

***Note: This course uses D2L as its Learning Management System. Student progress and engagement are monitored through the D2L platform.

Materials, Textbooks, Readings, Supplementary Readings

Required Textbook

Goldenberg, H., Stanton, M. & Goldenberg, I. (2017). *Family therapy: An overview*. (9th edition). Cengage Learning.

Recommended Textbooks

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

Metcalf, L. (2023). *Marriage and family therapy: A practice-oriented approach*. Springer Publishing Company.

McGoldrick, M., Gerson, R., and Petry, S. (2020). *Genograms. Assessment and treatment*. (4th ed.). W.W. Norton.

Supplemental Readings

American Association for Marriage and Family Therapy (2020). *Handbook of systemic family therapy*. John Wiley.

American Association for Marriage and Family Therapy (2026). *Code of ethics*. Author.

American Counseling Association (2014). *Code of ethics*. Author.

Bunch, M. G., Lyons, M., Boyd, N., Flores, R., & Khanna, K. (2025). Maintaining intimacy in long-term marriages during graduate school. *The Family Journal*, 33(3), 374-384.
<https://doi.org/10.1177/10664807251318980>

Faber, A. & Mazlish, E. (2012). *How to talk so kids will listen and listen so kids will talk*. Scribner.

Napier, A. Y., & Whittaker, C. (1988). *The family crucible: The intense experience of family therapy*. Harper Perennial.



Reynolds, L. R. (2025). *Creative play in family therapy*. Routledge.

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

Student Responsibilities

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 7th edition
8. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material. Deadlines are the last possible moment something is due—not the first moment to start.
9. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

COURSE EVALUATION: Assignments and Assessment

Please review the assignments for this course below:

Exams (25 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 the AMFTRB (MFT National Exam). There are 50 questions on this exam.
- The final exam will be based on a role play of a session. For this exam, you will need to understand your systems theories, treatment planning, interventions, and key terms related to relational counseling and family dynamics discussed throughout the term.

Assessment: Mid-Term Rubric

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



on Exam	test items	correct on all test items	all test items
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Assessment: Final Exam Rubric

	1 – Does Not Meet Expectations	2 – Meets Expectations	3 – Exceeds Expectations
Grade Percentage on Exam	Student did not identify/describe the theory, relational dynamic, presenting concern, interventions, or treatment goals. (less than 50% accurate).	Student identified and described 50% of the theory, relational dynamic, presenting concern, interventions, or treatment goals.	Identifies and thoroughly discusses the theory, relational dynamic, presenting concern, interventions, or treatment goals.

Special Topics Handout (10 points)

This assignment offers an opportunity to gain a deeper understanding of a specialized marriage and family counseling-related topic that impacts families, couples, and other relationships. In week 2, you will be provided with a list of topics to sign up for (Appendix A) – choose something you would consider using with clients when you practice. All topics must receive instructor approval prior to beginning. This assignment encourages creativity and advocacy; however, there are some mandatory requirements:

- **Problem or Issue Summary**
 - Explain and describe the issue or problem that currently exists
 - How are the issues defined at the macro/societal level?
 - How is it clinically defined?
 - What is the prevalence? Are there any statistics on the topic you can include?
- **Impact on Relationships**
 - What is the impact on the system? Subsystems?
 - How does this issue/problem present in family/couples therapy, what are the outcomes or symptoms?
 - How is this a family issue and not just an individual issue?
 - What is the impact on special populations or intersections of identity?
- **Current Treatment Approaches**
 - What are the evidence-based treatment approaches for addressing this issue or problem in family therapy?
 - What can family therapists do to support the well-being of families affected?
 - What are the ethical ramifications to keep in mind when treating an affected family?
 - Anything to keep in mind when treating special populations?



- **Advocacy Opportunities**
 - What can counselors do to raise awareness to the issue and advocate for affected families or relational systems?
 - What are practical steps counselors can take if they want to learn more or take action?
- **References (Neatness, Clarity, Scholarship)**
 - Provide a section for references
 - Use of at least 5 scholarly, peer-reviewed articles or sources
 - Handout should be neat and easy to understand

Special Topics Handout Rubric

Required Items	1 – Does Not Meet Expectations	2 – Meets Expectation	3 – Exceeds Expectation
Summary of Issue/Problem: (2 possible points)	Section does not include the considerations listed in assignment description or is missing entirely (0 points)	Student provided an adequate summary with missing details or does not synthesize the scholarly literature for the summary (1 point)	A high scoring paper will provide a detailed yet succinct summary of the major tenets of the selected problem with substantial research support through creative, accessible presentation (2 points)
Impact on Families (2 possible points)	Section does not include the considerations listed in assignment description or is missing entirely (0 points)	Student provided an adequate discussion on the impact families/systems face in relation to the problem; however, section is missing details or does not synthesize the scholarly literature for this section (1 point)	A high scoring paper will describe the problem's impact on family's functioning, process, and needs with scholarly support (2 points)
Current Treatment Approaches (2 possible points)	Section does not include the considerations listed in assignment description or is missing entirely (0 points)	Student provided an adequate discussion on current treatment approaches in relation to the problem; however, section is missing details or does not synthesize the scholarly literature for this section (1 point)	A high scoring paper will describe the research-based treatment options available for families/systems that are shown to have positive impact on the problem (2 points)
Counselor Advocacy (2 possible points)	Section does not include the considerations listed in assignment description or is missing entirely (0 points)	Student provided an adequate discussion on current counselor advocacy efforts in relation to the problem; however, section is missing details or does not synthesize the scholarly	A high scoring paper will describe a counselor's role in advocating, treating, and raising awareness of this special topic and will provide practical avenues for others to get involved (2 points)



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		literature for this section (1 point)	
Neatness, Clarity, and Scholarship (2 possible points)	Handout is consistently incomplete, not written in a clear manner OR it is missing critical components of the assignment OR is presented in an illogical/inconsistent manner. Assignment has several grammatical/APA errors; not consistent with graduate level work; no reference page (0 points)	Handout presents most elements of the assignment, all elements discussed in a brief manner. Assignment is evident of graduate-level work with some grammatical/APA errors; missing references/formatting of references (1 point)	A high scoring paper will be free of grammatical mistakes, will be legible and easy to read, will include at least 5 scholarly resources, and will have APA 7-formatting (in-text citations and references are complete and accurate) (2 points)

Family Therapy Technique Demonstration and Summary (25 points)

PART I: Video Demonstration

For this final assignment, you will have the opportunity to practice and demonstrate a family therapy technique. Choose a family systems theory that we learned about in class that you would like to apply to a case scenario. You will submit a 8–10-minute demonstration of one technique from this theory in a mock counseling session with this family dynamic. For example, if you choose Emotionally Focused Therapy, you might choose to demonstrate tracking a negative interaction cycle. The instructor will post groups of 3-4 for this assignment in D2L.

Your group is responsible for the following:

- System members will decide on the family configuration that they are portraying and inform the counselor in your group (configurations may include: a couple, parent(s) and child(ren), grandparent(s) and child, siblings, etc.).
- Family members will decide on the presenting relationship issue(s) that is causing problems in the family that they are portraying.
- Counselors should receive from the family a description of the family configuration and the presenting issues. Counselors cannot decide for the family what the presenting issue or configuration is.
- As the counselor, conceptualize the family from a particular family therapy theory (please use one we discussed in class) and decide what technique you would like to use with the family.
- In the mock session, each student will take turns being the counselor or family members. Each counselor must demonstrate one technique. As a reminder about this particular class exercise, each student is expected to abide by the ACA (2014) Code of Ethics, especially in regard to confidentiality, nonmaleficence, etc. (i.e., what occurred within such sessions, stay there and nowhere else). No further conversation about it during breaks, in hallway, parking lots, etc.



NOTE: This is supposed to represent an excerpt from a session, not an entire session. To record your group's video, arrange to meet with your group to record and each member of the group needs to follow these steps below:

PART II: Two-Page Summary

The second part of the assignment is a two-page APA-7 written paper that addresses the following:

- Why did you choose the particular family therapy theory for the case scenario?
- Describe the intention of the selected therapy technique (i.e., What is the purpose? What was your intention in implementing the technique? What were you hoping to be the outcome?)
- Describe the level of effectiveness of your implementation of the technique. What do you think could have been better? What other techniques or approaches might be beneficial?

Technique Demonstration Assignment Rubric

Required Items	1 – Does Not Meet Expectations	2 – Meets Expectation	3 – Exceeds Expectation
Description of Family Therapy Case Scenario (2.5 possible points)	The description lacks clarity, detail, or accuracy. Family system dynamics and presenting issues are vague or missing. Family systems vocabulary is not used or is used incorrectly (0-0.5 points)	The description includes some relevant details about the family dynamics and presenting issues. Family systems vocabulary is insufficiently applied. (1-2 points)	The description is clear, detailed, and accurate, providing a thorough explanation of family dynamics and presenting issues. Family systems vocabulary is used correctly and effectively (2.5 points)
Family Therapy Theory Description and Application (5 possible points)	The chosen theory is not adequately described, or its relevance to the case scenario is unclear. Connections between the theory and the family's needs are missing or inaccurate. Scholarly support is absent. (0-1 point)	The theory is summarized, and a basic rationale for its application to the case scenario is provided. Some connections between the theory and the family's needs are present but may lack depth or clarity. The response may need further research support. (1.5-3 points)	The theory is clearly and thoroughly summarized, with a strong, coherent rationale for its application to the case scenario. Connections between the theory and the family's needs are explicitly and convincingly articulated. Scholarly support is used effectively. (3.5-5 points)
Family Therapy Technique Description (5 possible points)	The description of the technique is vague or incomplete. The method of implementation, purpose, and intended outcomes are unclear or missing. Scholarly support is absent. (0-2 points)	The technique is described with some details about its implementation and purpose. The intended outcomes are identified but not fully explained or justified. The response may need further research support (2.5-4 points)	The technique is thoroughly and clearly described, including its implementation, purpose, and intended outcomes. The explanation demonstrates a clear understanding of how the technique aligns with the family's needs and the chosen theoretical



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			framework. Scholarly support is used effectively. (5 points)
Reflection on Technique Implementation (5 possible points)	The reflection on the technique's effectiveness is superficial or absent. Areas for improvement and alternative approaches are not addressed. (0-1 points)	The reflection includes a basic evaluation of the technique's effectiveness. Some areas for improvement and alternative approaches are discussed, but the analysis lacks depth or specificity. (1.5-3 points)	The reflection provides a thoughtful and detailed evaluation of the technique's effectiveness. Areas for improvement are clearly identified, and alternative approaches are insightfully considered and justified. (3.5-5 points)
Composition standards (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 fully adheres 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)
Video Demonstration (5 possible points)	The video is missing, incomplete, or does not demonstrate a relevant family therapy technique. The technique is unrelated to the chosen theoretical framework or lacks clarity and coherence. (0-2 points)	The video demonstrates a relevant family therapy technique with basic implementation. The technique aligns with the theoretical framework, but its execution lacks polish or depth. (2.5 - 4 points)	The video demonstrates a relevant and well-executed family therapy technique. The technique aligns clearly with the theoretical framework and is implemented effectively, showcasing professional skills and understanding. (4.5 - 5 points)

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.



Genogram Activity and Discussion – 10 points

(CACREP, 2024, 5.F.2; 5.F.4.): For this introductory experiential assignment, students will reflect on three (3) generations and create a family genogram from their family of origin. Please note that this activity may elicit awareness/strong emotional responses, and/or memories (similar to what clients may experience). In the recommended reading, please refer to McGoldrick (1985) or use the recordings in the content folders to help you with this task. Please ensure that you include not only yourself/the individual within the system, but also connect yourself/the individual in terms of relational dynamic (i.e., boundary type). Refer to the “key” in the D2L content folder for the appropriate module. This will be shared in small groups during the subsequent synchronous class.

Requirement	1 – Does Not Meet Expectations (0-1 point)	2 – Meets Expectations (2.5 points)	3 – Exceeds Expectations (5 points)
Initial post qualities (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)
Response qualities	Response is not complete, missing critical components OR feedback is not thoughtful. Response has several grammatical/APA errors and is not consistent with graduate level work.	Response presents most elements in a brief manner. Response is evident of graduate level work with some grammatical/APA errors.	Response presents all elements required thoroughly and clearly. Provided thoughtful feedback to peer. Response is evident of graduate level work with few to no grammatical/APA errors.
Composition standards (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)



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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	5
Genogram Activity	10
Special Topics Handout	10
Techniques Demonstration & Reflection	25
Midterm Exam	25
Final Exam	25
	100

Late Assignment Policy: *Written assignments are due on the day noted in the syllabus. All assignments are before the deadline (example: an assignment is due on Saturday at 11:59 PM and must be submitted BEFORE that day/time). Late assignments will have 10% of the final score deducted per day. After five (5) days late, the student will receive a 0.*

Grade Appeals

If a student disagrees with a course grade, it is encouraged that the student discusses their concerns with the instructor of that course. If a satisfactory outcome cannot be reached, the student may refer to the appeals policy (13.99.99.R0.05).

Remediation

Students who demonstrate areas of concern, such as failing to meet academic expectations, clinical skill deficiencies, unprofessional behavior, dispositional concerns, challenges in interpersonal effectiveness, and so forth, may be required to complete a remediation plan to support their growth and continued progress in the program. Remediation may include, but is not limited to, additional supervision, repeating a clinical course, seeking personal counseling, completing targeted skill-building assignments, participating in professional development activities, or engaging in a structured improvement plan designed to address identified areas of concern. Additionally, students who exhibit personal limitations that significantly interfere with their professional performance, cause harm to clients, or engage in conduct that violates ethical and professional standards may be dismissed from the program. See the [CMHC Counseling Department Handbook](#) or CES Handbook, or reference East Texas A&M University Procedure 13.33.99.R0.39, Section 4 (Graduate Academic Probation, Retention and Suspension).



Annual Evaluation of Students

The program faculty has a systematic process for using individual student assessment data - KPI and Student Disposition data - for retention, remediation, and dismissal. The systematic process involves program faculty annually reviewing CMHC students across the 10 KPIs and CES students across the 6 KPIs. Note that KPI 10 for the CMHC program and KPI 6 for the CES program directly measure students' professional dispositions using the Professional Dispositions Competency Assessment – Revised (PDCA-R). See CMHC Student Handbook.

Commented [RF1]: CONSISTENCY CHECK -handbook

Minimal Technical Skills Needed

Students will utilize D2L, the learning management system, for this course. D2L is used to enhance instructional and learning methods and provides a place for students to submit assignments, participate in online discussions, complete quizzes, receive interactive feedback from the instructor, etc. Students will need to utilize other technologies such as Microsoft Word, Excel, PowerPoint/Canva, etc. The ETAMU IT Helpdesk can assist with technical assistance: HelpDesk@etamu.edu

Zoom Video Conferencing Tool

https://inside.etamu.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

See your instructor's Zoom link in the Instructor Information section.

Access and Navigation

Students will need a campus-wide ID (CWID) and password to log into the course. Please contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu for support.

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, am ETAMU campus open computer lab, etc.

Communication and Support

If you have any questions or are having difficulties with the course material, please contact your Instructor using their preferred method of communication listed on p. 1.



COUNSELING DEPARTMENT: Social Media Guidelines

Counselors-in-training and Counselor Educators and Supervisors-in-training must maintain an ethical disposition throughout the program and beyond. The Counseling Department seeks to promote open dialogue on social media sites, subject to professional and ethical guidelines and applicable law. Members of the ETAMU community, including students, staff, and faculty, are expected to adhere to the ACA (2014) *Code of Ethics* online and offline.

UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus serves as a guide and living document. Circumstances and/or 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.

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.

<https://inside.etamu.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

ETAMU Attendance

For more information about the attendance policy, please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)
<http://www.etamu.edu/admissions/registrar/generalInformation/attendance.aspx>

An online synchronous classroom is considered an extension of the in-person learning environment. All university and departmental policies apply equally in this setting and remain in full effect.

Graduate Student Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.etamu.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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 reasonable accommodations for their disabilities. If you have a disability requiring an



accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Student Disability Services](http://www.etamu.edu/student-disability-services/)

<https://www.etamu.edu/student-disability-services/>

Nondiscrimination Notice

East Texas A&M University 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 East Texas A&M University 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 East Texas A&M University 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.etamu.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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

ETAMU Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.etamu.edu/counsel

Mental Health and Well-Being

Fall 2026



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.



<http://telusproduction.com/app/5108.html>

AI use policy [May 25, 2023]

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

SCHEDULE – subject to modifications/changes

A note on the reading: Some students are *proactive readers*, and some are *reactive readers*. Proactive readers choose to read before the class to stay ahead of the lectures, and some like to attend lectures, then read the material. Either way is appropriate for this class, just so long as the student is keeping up with the reading. The Mid-term Exam is reading-heavy.

Date	Topic	CACREP Standards	Readings	Assignments
WEEKS 1-3	Introduction to this course (personal genogram activity); Adopting a family	CACREP (2024) 5.F.1, 5.F.2, 5.F.4, 5.F.9	Chapter 1 Goldenberg & Goldenberg (2017); Read Metcalf (2023) Chapters 1 – 3	Keep up with the reading, asynchronous content, and discussions!



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	relationship; systems vs. individual client care			
	Family system development, Neuroscience of connection: terms and definitions	CACREP (2024) 5.F.7, 5.F.8	Chapter 2 Goldenberg & Goldenberg (2017); Read Metcalf (2023) Chapters 4 – 5, 17	Keep up with the reading, asynchronous content, and discussions!
	Gender roles, culture, and ethnicity in family therapy; Feminist Therapies	CACREP (2024) 5.F.7; 5.F.8, 5.F.10	Chapter 3 Goldenberg & Goldenberg (2017); Read Metcalf (2023) Chapters 6 - 7	Special Topics assignment – choose topic NO LATER THAN 9/8/2026: Choose a topic and seek approval from instructor
WEEKS 4-6	Interlocking systems, Satir	CACREP (2024) 5.F.1, 5.F.2, 5.F.4	Chapter 4 Goldenberg & Goldenberg (2017); Read Metcalf (2023) Chapters 8 - 11	Special Topics assignment DUE NO LATER THAN 9/25/2026: Submit final handout on D2L
	Origin and growth of family therapy	CACREP (2024) 5.F.1, 5.F.2	Chapter 5-6 Goldenberg & Goldenberg (2017); Read Metcalf (2023) Chapters 12-14	Keep up with the reading, asynchronous content, and discussions!
	Professional, ethical, and legal issues in MFT	CACREP (2024) 5.F.7, 5.F.8, 5.F.9	Read Metcalf (2023) Chapter 15; AAMFT (2026) Code of Ethics; ACA (2014) Code of Ethics. IAMFC (2018) Code of Ethics	Keep up with the reading, asynchronous content, and discussions; prepare for Mid-Term Exam
WEEKS 7-10	MID-TERM EXAM during class time week of OCTOBER 12th			
	Psychodynamic Model of Family Therapy	CACREP (2024) 5.F.7, 5.F.8, 5.F.9, 5.F.13	Chapter 7 Goldenberg & Goldenberg (2012); Read Metcalf (2023) Chapter 18	Supervisee live demonstration – grand rounds supervision
	Research in marriage and family counseling; marriage and family counseling and Telehealth	CACREP (2024) 5.F.1, 5.F.2	Chapter 8 Goldenberg & Goldenberg (2012); Read Metcalf (2023) Chapter 19	Keep up with the reading, asynchronous content, and discussions!
WEEKS 11-14	Transgenerational Models of Family Therapy	CACREP (2024) 5.F.12, 5.F.13, 5.F.14	Chapter 9 Goldenberg & Goldenberg (2012); Read Metcalf (2023) Chapter 20	



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	Experiential Models of Family Therapy	CACREP (2024) 5.F.3, 5.F.4, 5.F.5, 5.F.6. 5.F.11	Chapters 10-11 Goldenberg & Goldenberg (2012); Read Metcalf (2023) Chapter 21	Keep up with the reading!
	The Structural Model of Family Therapy Strategic Model of Family Therapy	CACREP (2024) 5.F.11, 5.F.12	Chapter 12 Goldenberg & Goldenberg (2012); Read Metcalf (2023) Chapter 22	Keep up with the reading!
WEEK 15	The Milan Systemic Model of Family Therapy	CACREP (2024) 5.F.9, 5.F.12, 5.F.14	Chapter 13 Goldenberg & Goldenberg (2012); Read Metcalf (2023) Chapter 23	Time provided for techniques demonstration group work in class.
	Social Construction Model I and Model II	N/A	Chapter 14 Goldenberg & Goldenberg (2012); Review the ACA, AAMFT, and IAMFC website and networks	Techniques demonstration & Reflection DUE: Submit final items on D2L
	FINAL-EXAM during class time – last class week of November 30			

APPENDIX A

Special Topics Options

- Families experiencing/living in poverty
- Neurodivergence and relationships
- Sexual desire discrepancy in relationships
- Migration and immigration and impacts on families
- Infidelity in marriage
- Blended families
- LGBTQIA+ families
- Grief/death/loss and systemic impacts
- Dating after divorce
- Families and addiction
- Violence in systems (i.e., IPV, abuse, etc.)
- Transitions to an “empty nest” (launching / landing)
- Trauma and impacts on the system
- Spirituality/religion
- Infertility
- Pre-marital counseling
- Adoption