

Texas A&M University - Central Texas  
COUN 5356-110 Introduction to Family Counseling  
Fall 2017

## INSTRUCTOR AND CONTACT INFORMATION

**Professor: Dr. Gerald Pennie, PhD., LPC, NCC**

**Phone: 7134176057**

**E-mail: gpennie@tamuct.edu**

**Office Hours: TR 10:00-2:00 pm**

## COURSE DESCRIPTION

*Introduction to Family Counseling/Therapy..* A survey of the historical development and principal conceptualizations of marital and family counseling/therapy. Goals include an initial 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, along with current trends and issues in marriage and family counseling/therapy.

This course uses lecture, discussion, videotapes, role-play, assigned readings, examinations, case

**studies, research/reflection papers, and experiential exercises to explore the marriage, family, and relationship counseling field. Students are encouraged to reflect on their own family and relationship experiences as they may impact their training and practice as professional counselors.**

### **Required Text:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association.

Gladding, S. T. (2015). *Family therapy: History, theory, and practice (6th ed.)*. Upper Saddle River, NJ: Prentice Hall

### **Supplemental Texts:**

McGoldrick, M., Gerson, R. & Shellenberger, S. (2008). *Genograms: Assessment and intervention (3<sup>rd</sup> ed.)*. NY: Norton

Napier, A. (1978). *The Family Crucible*. NY: Harper Collins

## **STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate an understanding of the theories, therapeutic processes, and techniques involved in marriage, family, and relationship counseling. **Case Study, Weekly Assignments**
2. Students will demonstrate an understand of the significance of current professional research and practice in the field so they begin to develop their own approach to marriage, family, and relationship counseling relevant to a clinical setting. **Case Study, Weekly Assignments**
3. Through the use of self-assessment and self-exploration by counselor trainees concerning their family of origin experiences students will gain an understanding of optimum functionality as a professional counselor. **Genogram, Weekly Assignment**
4. Students will gain a deeper understanding of the specific issues pertinent to multicultural issues related to marriage, family and relationship counseling in (e.g., gender, sexual orientation, ethnicity, and culture). **Case Study, Weekly Assignment, Case Conceptualization**

**In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:**

<b>CACREP Standard</b>	<b>Activity</b>	<b>SLOs</b>
<b>Common Core for all students:</b>		
a. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Weekly Assignments Case Study	SLO4
b. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Case Study Weekly Assignments	SLO4
c. theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Case Study Weekly Assignments	SLO4
d. multicultural counseling competencies (IIF2c);	Case Study Weekly Assignments	SLO4
e. help-seeking behaviors of diverse clients (IIF2f);	Case Study Weekly Assignments	SLO1
f. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Case Study Case Conceptualization	SLO2
g. Theories of individual and family development across the life span (IIF3a)	Genogram Case Study Case Conceptualization	SLO2 & 3

h. A systems approach to conceptualizing clients (IIF5b);	Case Study	SLO1
h. the importance of research in advancing the counseling profession, IIF8a);	Case Study Case Conceptualization	SLO2
h. identification of evidence-based counseling practices (IIF8b);	Case Study Case Conceptualization	SLO2
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Theories and models related to clinical mental health counseling (CMHC:VC1b);	Case Study	SLO1

## COURSE REQUIREMENTS

1. Blackboard Discussion Posts (**10 x 5 points each = 50 points total**).
2. Two exams with essay topics and application questions will be given. (**75 points per exam**).
3. Weekly Assignments to assess student level of proficiency with course material will be given. (**10 x 5 points each = 50 points total**).
4. Outside projects
  - a. **GENOGRAM PROJECT (100 points possible)**. The Genogram Project has 5 parts:
    - 1) a basic 3-generational genogram;
    - 2) the same genogram with relational patterns added;
    - 3) systems analysis based on your Family of Origin (FOO);
    - 4) a paper with your reflection on how your FOO has influenced you;
    - 5) and an individual session with this instructor for discussion of your finished genogram.

The supplemental *Genograms* text is helpful in the preparation for this assignment: accuracy of genogram representation, demonstrated knowledge of family systems constructs, overall presentation, thoroughness, and depth of interaction with material. Further directions and samples will be provided.

b. **CASE CONCEPTUALIZATION (200 points possible)**. Using an assigned family, select a family counseling approach we have studied and apply this approach to the family. A handout with guidelines will be given, though basically you will include background information, assessment of the family along the lines of healthy functioning, constructs associated with this approach applied, role of the therapist, goals of treatment, and how you might use the techniques of this approach with a rationale for use. Again, your

grade will be based on demonstrated applied knowledge of the constructs of the approach you select, overall presentation of the material, and thoroughness.

## GRADING

Your grade will be determined on this basis: The following components will be equally weighted:

1. Discussion Posts: 10% of your grade
2. Weekly Assignments: 10% of your grade
3. Exams: 30% of your grade
4. Genogram: 20% of your grade
5. Case conceptualization: 30% of your grade

Thus, averaging the above:

A= 450 points or more

B= 449 - 400 points

C= 399 – 350 points

### Flexible Schedule

Week of	Topics covered	Chapters covered	Assignments
Jan. 16	Introduction to course and class		
Jan. 23	Characteristics; Family Systems Concepts of Families	Gladding Chapters 1, 2	
Jan 30	Cultural Diversity in Family Therapy	Gladding Chapter 3	
Feb. 6	Ethics of Family Therapy	Gladding Chapter 5	
Feb. 13 and Feb. 20	Hx & Process of Family Therapy	Gladding Chapter 9; use of genograms	Midterm due by 11:59 pm on 3/4/2018
Feb. 27	Bowen Family Therapy		
Mar. 6	Experiential Family Therapy, esp. Satir Model	Gladding Chapter 10	
Mar. 20	Structural Family Therapy	Gladding Chapter 12	Genogram due by 11:59 pm on 3/25/2018
Mar. 27	Strategic Family Therapy	Gladding Chapter 13	
Apr. 4	Solution-Focused Family Therapy	Gladding Chapter 14	
Apr. 11	Narrative Therapy		
Apr. 18	Special Populations, Integration	Gladding Chapters 4-5	
Apr. 25	Catch up		Case Conceptualization due by 11:59 pm on 4/29/2018
May 1	Final Exam		

## Student learning Outcomes (SLOs) Grading Rubrics

(SLOs 1, 2 & 4)			Competence		
Case Study	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)					
Theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b)					
Multicultural counseling competencies (IIF2c);					
Help-seeking behaviors of diverse clients (IIF2f)					
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);					
Theories of individual and family development across the life span (IIF3a)					
A systems approach to conceptualizing clients (IIF5b)					
The importance of research in advancing the counseling profession, IIF8a);					
Identification of evidence-based counseling practices (IIF8b)					

Theories and models related to clinical mental health counseling (CMHC:VC1b);					
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(SLO2)			Competence		
Genogram	No (1)	Some (2)	Basic (3)	Above Average (4)	Superior (5)
Theories of individual and family development across the life span (IIF3a)					

**Important University Dates:**

- August 28, Add/Drop/Late Registration begins
- August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
- September 1, Priority Deadline to Submit Graduation Application
- September 4, Labor Day, CAMPUS CLOSED
- September 5, Last day to drop 1st 8-week classes with no record
- September 13, Last day to drop 16-week classes with no record
- September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
- October 6, Deadline to submit graduation
- October 20, Last day to withdraw from the University (1st 8-week classes WF)
- October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
- October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
- October 30, Last day to drop 2nd 8-week classes with no record
- November 10, Veteran’s Day
- November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
- November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
- November 23-24, Thanksgiving, CAMPUS CLOSED
- December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
- December 15, Last day to file for Degree Conferral (Registrar’s Office)
- December 15, Commencement (End of Fall Term)
- December 25-January 1, WINTER BREAK

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

If you are teaching an online or blended course, or if you are using Canvas to augment your on-campus course, you need to include information about Technology Requirements and Support:

**Technology Requirements.**

*Include a statement on the technology requirements for the successful completion of the course and when applicable, information on how to access these resources (for example, how to obtain a certain software through University site license).*

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-

mail address)

Password: Your MyCT password

### **Technology Support.**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [imdavis@tamuct.edu](mailto:imdavis@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work

independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

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### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

## **INSTRUCTOR POLICIES.**

### **Late Assignments and Make-up Work**

Late work will be accepted at the discretion of the instructor. I do not accept late work. As such each student will be expected to submit assignments on time. Each request for make-up work will be evaluated on a case-by-case basis.

### **Grade Disputes**

Conversations regarding grades and assignments are welcomed. It is required that grade disputes follow the **24/7 rule**. This means that students are required to wait **24 hours from the time of receiving a graded assignment to schedule an appointment**. This also means that students must schedule an appointment **within 7 calendar days** of receiving the assignment.

### **Communication Policy**

In the event that you need to contact me via e-mail, please include **“COUN 5363”** and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read **“COUN 5363 – Attendance.”** I will respond to e-mail requests within **48 hours during the work week (excluding holidays)**.

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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