

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

**INSTRUCTOR AND CONTACT INFORMATION**

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

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

**Office Hours: MW: 3:00 - 5:00 PM; TR 11:00 - 2:00 PM**

**COURSE INFORMATION**

**Course Overview and description:**

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.**

**Mode of instruction and course access:**

This course is taught primarily as an integrative hybrid. This means that the majority of this course will make use of in-person approaches that include lecture, seminar, and simulated lab role play. There will be no more than 3 occasions in which the course will meet online, denoted in the syllabus as (ONLINE WEEK). You will be required to post three meaningful responses to the discussion board that are set up. Your postings should reflect insightful and intelligent points. I reserve the right to decide if the student's effort and insight will receive full credit.

**This course makes use of the Canvas Learning Management System. Please see the TECHNOLOGY REQUIREMENTS AND SUPPORT section of this document.**

**Textbooks**

**Required:**

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

Gladding, S. T. (2019). *Family therapy: History, theory, and practice* (7th ed.). Upper Saddle River, NJ: Prentice Hall

Sanchez, E. (2017). *I am not your perfect Mexican daughter*. Knopf Books for Young Readers.

Dattilio, F.M., Jongsma, A. E., & Davis, S. D. (2014). *The family therapy treatment planner* (2nd ed.). Wiley

**Supplemental:**

McGoldrick, M., Gerson, R. & Shellenberger, S. (2008). *Genograms: Assessment and intervention* (3rd 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 Assignments**
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 Assignments, 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>		
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Weekly Assignments In-Case Studies	SLO4
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	In-Case Studies Weekly Assignments	SLO4
Theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	In-Case Studies Weekly Assignments	SLO4
Multicultural counseling competencies (IIF2c);	In-Case Studies Weekly Assignments	SLO4
Help-seeking behaviors of diverse clients (IIF2f);	Case Studies Weekly Assignments	SLO1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Case Study Case Conceptualization	SLO2

Theories of individual and family development across the life span (IIF3a)	Genogram Case Studies Case Conceptualization	SLO2 & 3
Systems approach to conceptualizing clients (IIF5b);	Case Studies	SLO1
The importance of research in advancing the counseling profession, IIF8a);	Case Studies Case Conceptualization	SLO2
Identification of evidence-based counseling practices (IIF8b);	Case Studies Case Conceptualization	SLO2
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
Theories and models related to clinical mental health counseling (CMHC:VC1b);	Case Studies	SLO1

## COURSE REQUIREMENTS

**ALL ASSIGNMENTS MUST BE IN STANDARD APA FORMATTING.** If you do not submit your assignments in this style, your grade will be lowered. Rubrics and guidelines for each of the assignments for this course will be provided prior to the due date of the assignment. Corresponding rubrics are attached.

- 1. Final exam** with essay topics and application questions will be given. **(75 points).**
- 2. Advocacy Project (25 points).** Students will be asked to research an underserved family population who may receive counseling services. Students are to consider, “what are the advocacy needs of this population”? Using a brochure, newsletter, or other information dissemination outlet, students are to advocate for this client population by identifying the following information:
  - a. Presence of this underserved population in the local community;
  - b. Relevant statistics about this client population;
  - c. Institutional or social barriers that may impede access and equity of services for the client population
  - d. **Students will need to submit a proposal to gain approval prior to beginning this project worth 5 points.**
  - e. Students will be graded on the entire project as follows
    - i. Advocacy Proposal
      1. APA Format: 1 point
      2. Proposed information gathering practices (what stats, where they will be collected, what geographic location will be selected, etc): 2 points
      3. Flow and Grammar: 2 points



- ii. Final Project
  1. APA citations: 4 points
  2. Graphics: 5 points
  3. Gathered information: 5 points
  4. Format: 3 points
  5. Grammar: 3 points
- 3. GENOGRAM PROJECT (50 points possible).** 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. The Genogram Project has 5 parts:
  - i. a basic 3-generational genogram (up to your grand parents);
  - ii. the same genogram with relational patterns added;
  - iii. the same genogram with at least three other categories including but not limited to: socioeconomic status, physical ailment, medical status, substance abuse, etc.
  - iv. systems analysis based on the Family of Origin (FOO)
  - v. a paper with your reflection on how the FOO has influenced the client;
- 4. CASE CONCEPTUALIZATION (50 points possible).** Using a student selected fictional family from a literary work, students will use at least one family counseling approach we have studied and apply this approach to the family. A handout with guidelines will be given. Your grade will be based on demonstrated applied knowledge of the constructs of the approach you select, overall presentation of the material, and thoroughness.
- 5. PROFESSIONAL COUNSELOR INTERVIEW (25 points possible).** Students will choose someone already working in the helping profession who provides counseling for families (Students must choose someone who is a professional counselor and preferably someone who is a member of a professional organization) and interview them in regard to the nature of the counselor's work, client population seen and presenting issues, supervision experiences, and any other pertinent information about their daily routine. Students will present a written report and an informal oral report to the class. You must consult with the instructor for approval of the professional.
- 6. FAMILY THERAPY DEMONSTRATION (25 points possible).** Students will submit at least one video recording using any theory discussed in the course. Students will be placed in groups and conduct at least a 10 minute session. Each student must take the role of counselor and client. Students will submit a 2-4 page reflection paper of the assignment. **Although students will be in groups, this is NOT a group assignment.**

### **GRADING**

<b>Final Exam</b>	75 pts
<b>Advocacy Project</b>	25 pts
<b>Case Conceptualization</b>	50 pts
<b>Genogram</b>	50 pts
<b>Professional Interview:</b>	25 pts
<b>Family Therapy Demo</b>	25 pts
<b>Total:</b>	<b>250 points</b>

Thus, averaging the above:

A= 225 points or more

B= 224-200 points

C= 199-175 points

### **Student-instructor interaction:**

In the event that you need to contact me via e-mail, please include “**COUN 5356**” and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read “**COUN 5356 – Attendance.**” I check my email twice a day and as such, I will respond to e-mail requests within **48 hours during the work week (excluding holidays)**.

### **Office Hours:**

Students are always welcome to come and express concerns and needs with me. My office hours are listed above and the best way to connect with me and ensure that you will have a time slot, students are encouraged to make an appointment online using the following link:  
<https://drpennie.clickbook.net/sub/drpennie#.XWOWw-hKjIU>

### **Attendance:**

Your attendance and participation in the classroom is extremely important to your learning. As such attendance you will be given one free absence. Each subsequent absence will result in the loss of a letter grade every time you are absent from class.

### **911 Cellular:**

Emergency Warning System for Texas A&M University-Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **Important University Dates**

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**COUN 5356-110 Introduction to Family Counseling Fall 2019**  
**Dr. Gerald Pennie, PhD, LPC, NCC**

January 11, 2019 *Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)*  
January 14, 2019 *Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.*  
January 14, 2019 *Classes Begin for Spring Semester*  
January 16, 2019 *Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes*  
January 21, 2019 *Martin L. King Jr. Day (University Closed)*  
January 22, 2019 *Deadline to Drop First 8-Week Classes with No Record*  
January 30, 2019 *Deadline to Drop 16-Week Classes with No Record*  
February 22, 2019 *Student End of Course Survey Opens (First 8-Week Classes)*  
February 22, 2019 *Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)*  
March 1, 2019 *Deadline for Graduation Application for Spring Ceremony Participation*  
March 1, 2019 *Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)*  
March 8, 2019 *Classes End for First 8-Week Session*  
March 8, 2019 *Deadline for Spring Admissions Applications*  
March 10, 2019 *Student End of Course Survey Closes (First 8-Week Classes)*  
March 11, 2019 *Spring Break – No Class (University Open)*  
March 11, 2019 *Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)*  
March 13, 2019 *Spring Break – No Class (University Open)*  
March 14, 2019 *Spring Break – No Class (University Open)*  
March 15, 2019 *Deadline for Tuition and Fee Payments (Second 8-Week Classes)*  
March 15, 2019 *Deadline for Clinical Teaching Applications*  
March 15, 2019 *Spring Break – No Class (University Open)*  
March 18, 2019 *Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.*  
March 18, 2019 *Classes Begin for Second 8-Week Session*  
March 20, 2019 *Deadline for Add, Drop, and Late Registration for Second 8-Week Classes*  
March 25, 2019 *Deadline to Drop Second 8-Week Classes with No Record*  
April 1, 2019 *Deadline for GRE/GMAT Scores to Office of Graduate Studies*  
April 5, 2019 *Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)*  
April 12, 2019 *Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester*  
April 26, 2019 *Student End of Course Survey Opens (16- and Second 8-Week Classes)*  
April 26, 2019 *Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)*  
May 10, 2019 *Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)*  
May 10, 2019 *Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.*  
May 10, 2019 *Deadline to Withdraw from the University for 16- and Second 8-Week Classes*  
May 10, 2019 *Spring Semester Ends*  
May 11, 2019 *Commencement Ceremony Bell County Expo Center 7:00 p.m.*



*May 12, 2019 Student End of Course Survey Closes (16- and Second 8-Week Classes)*

*May 14, 2019 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)*

*May 14, 2019 Deadline for Thesis to Clear Thesis Office for Spring Semester*

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements**

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

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

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

### **Other 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.*

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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 Academic 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 Office 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 Office 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center.**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) for any assistance needed with scheduling.

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 UWC is here to help!

If you have any questions about the UWC, 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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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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 TAMUCT, 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 Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

## **INSTRUCTOR POLICIES.**

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

Late work will be evaluated on a case by case basis. In the event that a student is allowed to submit an assignment late, the assignment will lose one letter grade each day it is late. Make up work may be assigned at the instructor's discretion.

### **Grade Disputes**

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

### ***Extra Credit***

Various times throughout the semester students will have the opportunity to earn extra credit points. These opportunities include external meetings or presentations, online work via canvas, or additional research.

**COURSE OUTLINE AND CALENDAR**

<b>Week of</b>	<b>Topics covered</b>	<b>Chapters covered</b>	<b>Assignments</b>
Aug. 26	Introduction to course and class Ethics of Family Therapy	Gladding Chapter 6	<b>Signed syllabus</b>
Sept. 1	Characteristics; Family Systems Concepts of Families	Gladding Chapters 1, 2	
Sept. 8	Cultural Diversity in Family Therapy	Gladding Chapter 5	
Sept. 15	Types/functions of families*	Gladding Chapter 3; <b>Genograms book</b>	<b>Advocacy Population</b>
Sept. 22 (Online Week)	Process of Family Therapy	Gladding Chapter 7	
Sept. 29	Bowen Family Therapy	Gladding Chapter 10	<b>Professional Interview</b>
Oct. 6	Experiential Family Therapy	Gladding Chapter 12	
Oct. 13	Structural Family Therapy	Gladding Chapter 13	
Oct. 20	Strategic Family Therapy	Gladding Chapter 14	<b>Genogram</b>
Oct. 27	Solution-Focused Family Therapy	Gladding Chapter 15	
Nov. 3	Narrative Therapy	Gladding Chapter 16	
Nov. 10 (Online Week)	Cognitive Behavioral Family Therapy	Gladding Chapter 11	<b>Family Therapy Demo</b>
Nov. 17	Special Populations/Integration	Gladding Chapters 4 & 18	<b>Family Therapy Paper</b>
Nov. 24	Couple and Family Enrichment	Gladding Chapter 8	<b>Case Conceptualization</b>
Dec. 1	Finals Week		<b>Advocacy Project Final Exam</b>
Dec. 8	Final Grading		

\*Students will need to have the book *I am not your perfect Mexican daughter* read by this week.

\*\*The *Genogram book* will be used from Week 4 to Week 9.

\*\*\* This syllabus is eligible for review and can be changed with prior notice from the instructor.



**Syllabus Receipt Confirmation and Compliance Statement**

I, \_\_\_\_\_ (full name) have received, read, and agreed to comply with the attached syllabus. I agree to be held to all policies, procedures, and standards listed above. I also understand that the instructor has the discretion to change the syllabus with prior notice.

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(Written Full name)

(Course #)

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(Signature)

(Date)



**SLOs Rubrics**

<b>Date:</b>	<b>Warrior Number:</b>				
<b>(SLOs 1, 2 &amp; 4)</b>			<b>Competence</b>		
<b>Case Conceptualization</b>	<b>No (1)</b>	<b>Some (2)</b>	<b>Basic (3)</b>	<b>Above Average (4)</b>	<b>Superior (5)</b>
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.

Multicultural counseling competencies (IIF2c);	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Help-seeking behaviors of diverse clients (IIF2f)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Theories of individual and family development across the life span (IIF3a)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.



**COUN 5356-110 Introduction to Family Counseling Fall 2019**  
**Dr. Gerald Pennie, PhD, LPC, NCC**

A systems approach to conceptualizing clients (IIF5b)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
The importance of research in advancing the counseling profession, IIF8a);	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Identification of evidence-based counseling practices (IIF8b)	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Theories and models related to clinical mental health counseling (CMHC:VC1b);	The paper lacked all or a significant portion of this concept or the paper did this incorrectly.	Paper mentions course readings, but there is little demonstration of how the paper relates to the course.	Course readings are used. Concepts are left undefined, or poorly defined. Little broader framework is used.	Concepts are defined, but the author does not demonstrate a solid understanding of the major themes of the course relevant to the argument	Demonstrates solid understanding of the major themes of the course, using readings and lectures to define concepts. Argument is placed within the broad discussions outlined in the course.
Mechanics	The paper was not in	Has more than 4 errors in	Has less than 4 but more	Has 1-2 errors in	Has limited to no significant errors





	proper APA format and lack a significant portion of proper citations.	grammar or spelling that distract the reader from the content. Paper has several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. Most sentences are not well constructed or varied. Paper has several errors in APA formatting	than 2 errors in grammar or spelling that distract the reader from the content. Student makes 2-4 errors in capitalization or punctuation, but document is still easy to read. Most sentences are well constructed and there is some varied sentence structure in the essay. Paper has some errors in APA formatting	grammar or spelling that distract the reader from the content. Paper has 1-2 errors in capitalization or punctuation, but document is still easy to read. Most sentences are well constructed and there is some varied sentence structure in the essay. Paper has marginal errors in APA formatting	in grammar or spelling that distract the reader from the content. The paper has limited to no significant errors in capitalization or punctuation, so document is exceptionally easy to read. All sentences are well-constructed with varied structure. Paper has no significant errors in APA formatting.
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