

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

COURSE SYLLABUS
Fall, 2022

Day and time the class meets: This class is is completely online so there is no face to face requirement.

Canvas can be accessed here: <https://tamuct.instructure.com/courses/8884>

Instructor: Name: Kate M. Walker, Ph.D., LPC-S, LMFT-S

Currently: Adjunct

Course time and location: Online Canvas

Office location: Home office, Lampasas, Texas

Virtual office hours: By appointment and TBD according to class

Phone: (936) 697-2822

E-mail address: kwalker@tamuct.edu and k8dwalker@gmail.com

Student-instructor interaction/Office Hours: I generally check my email once per day in the early morning. I will make every effort to respond to inquiries within 24 hours, but I am not online all of the time and I have a counseling practice where I see clients Monday through Friday. It may take up to three days for me to respond (I really try not to take that long). I generally unplug on weekends. I do not respond to text messages from students. I HIGHLY recommend you ask non-private questions for me in my Canvas virtual office. Sometimes others have the same question and you may get an answer more quickly from another student. I'm happy to do phone, in person, or Zoom conferences by appointment (email me).

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html)

[\[https://www.tamuct.edu/police/911cellular.html\]](https://www.tamuct.edu/police/911cellular.html) to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course 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.

Course Objectives:

- Introduce the family systems perspective including the family life cycle and its relationship to family functioning, theories, models, and techniques of marriage and family therapy
- Explore current professional research and provide opportunities to practice and demonstrate understanding
- Offer students opportunities to examine personal roles, rules, and biases and how they impact working through multicultural issues related to marriage, family and relationship counseling in (e.g., gender, sexual orientation, ethnicity, and culture)
- Examine how concepts of resiliency, dysfunction and functioning are impacted by culture, trauma, privilege, and power.

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 understanding 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, Family Interview, Weekly Assignments, Cultural Genogram**

CACREP Standard	Activity	SLOs
Common Core for all students:		

Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Weekly Assignments Case Studies	SLO4
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Case Studies Weekly Assignments	SLO4
Theories of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Case Studies Weekly Assignments Family Interview Assignment Cultural Genogram	SLO4
Multicultural counseling competencies (IIF2c);	Case Studies Weekly Assignments Family Interview Assignment	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
Standards for Clinical Mental Health Counseling		

(CMHC) track		
Theories and models related to clinical mental health counseling (CMHC:VC1b);	Case Studies	SLO1

Textbooks

Required:

American Counseling Association. (2014). *Code of ethics*. West Alexandria, VA: Author. *Available on-line from <http://www.counseling.org/knowledge-center/ethics>

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

Recommended:

Chao, G. (2018). *American Panda*. Simon Schuster

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

Kendi, I. (2019). *How to be an antiracist*. New York: Random House.

Lerner, H. (1985). *The dance of anger*. New York: Harper Collins.

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

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

Pipher, M. (1995). *Reviving Ophelia*. NY: Random House.

Course Assignments This list is fluid and may change.

1. Professionalism

Students are required to read the listed assignments during the week they are assigned and discuss their understanding of the material in the online discussions. This course is completely virtual so you must come to our virtual class meetings, check your UTEP email regularly, and log on to Canvas regularly for resources, online lectures, specific instructions, and changes.

Full credit looks like (but is not limited to):

- Initial discussion posts for peer responses posted before due date
- Turn in your signed informed consent
- Attend virtual class
- Participate in virtual class
- Participate in surveys
- Turn in assignments on time

2. Discussion Boards/ Group Think-Pair-Share (TPS) Activities

Discussion boards and TPS activities are your opinions and insights about our course content. My goal is to give you at least five opportunities to post in discussion boards and/or participate in TPS activities. For discussion boards, if a peer response is required, I will ask you to make your initial post before the due date so your classmates have adequate time to post responses.

30 Points Each (possibility of 150 points)

3. Reflection papers

Students will respond to certain assigned articles, chapters, or videos by writing reflection papers. Reflections are based on your thoughts and opinions and do not require citations or references. My goal is to give you at least five opportunities to write reflections. Specific instructions and rubrics can be found in each module.

30 Points Each (possibility of 150 points)

4. Quiz

5. Final exam

6. Capstone Project: Cultural Genogram

Create a cultural Genogram according to the instructions in the module. Present your findings.

Syllabus: The syllabus is a working document intended to provide a basic outline of the course. Sometimes the instructor finds that more or less time is needed on a task, or a topic comes up that was not originally included in the syllabus, but everyone agrees that it deserves some time. I may make changes to the syllabus during the semester; however, you will have plenty of notification if that were to happen.

Path to an A	Path to a B	Path to C and below
Reflections are turned in on time, graduate worthy, and conform to rubric	Reflections are turned in on time	<ul style="list-style-type: none"> - Missing and late assignments - Writing is not graduate worthy and does not conform to rubric - Little or no class participation - Presentations do not conform to the rubric
Class participation adds new ideas and concepts; questions reflect critical thinking and active learning.	Participation in class is regular	
Initial discussion posts are posted at least three days before the due date and are graduate worthy	Discussions are posted before the due date.	

Questions in discussion threads utilize clarifying questions, are graduate worthy, and posted before the due date	Questions are posted before the due date.	
Classmate questions in discussion threads are answered in a graduate worthy fashion before the due date	One or two classmate questions are answered before the due date.	
Graduate worthy presentations conform to rubric and are posted before the due date	Presentations are posted before the due date	

IMPORTANT:

1. **All assignments must be turned in complete.** First drafts and zero-point assignments must show an attempt to complete the assignment.
2. **During COVID 19 you are allowed two late assignments with written notice.** Written notice must be made by email to me before the due date.
3. **All assignments must be turned in, in order to pass the course.** Even if an assignment is late and will not be included in your grade, you must turn it in.
4. **IF YOU HAVE SLOW INTERNET** please plan ahead or complete assignments somewhere the internet uploads quickly. I cannot extend time for an assignment because your internet is slow.

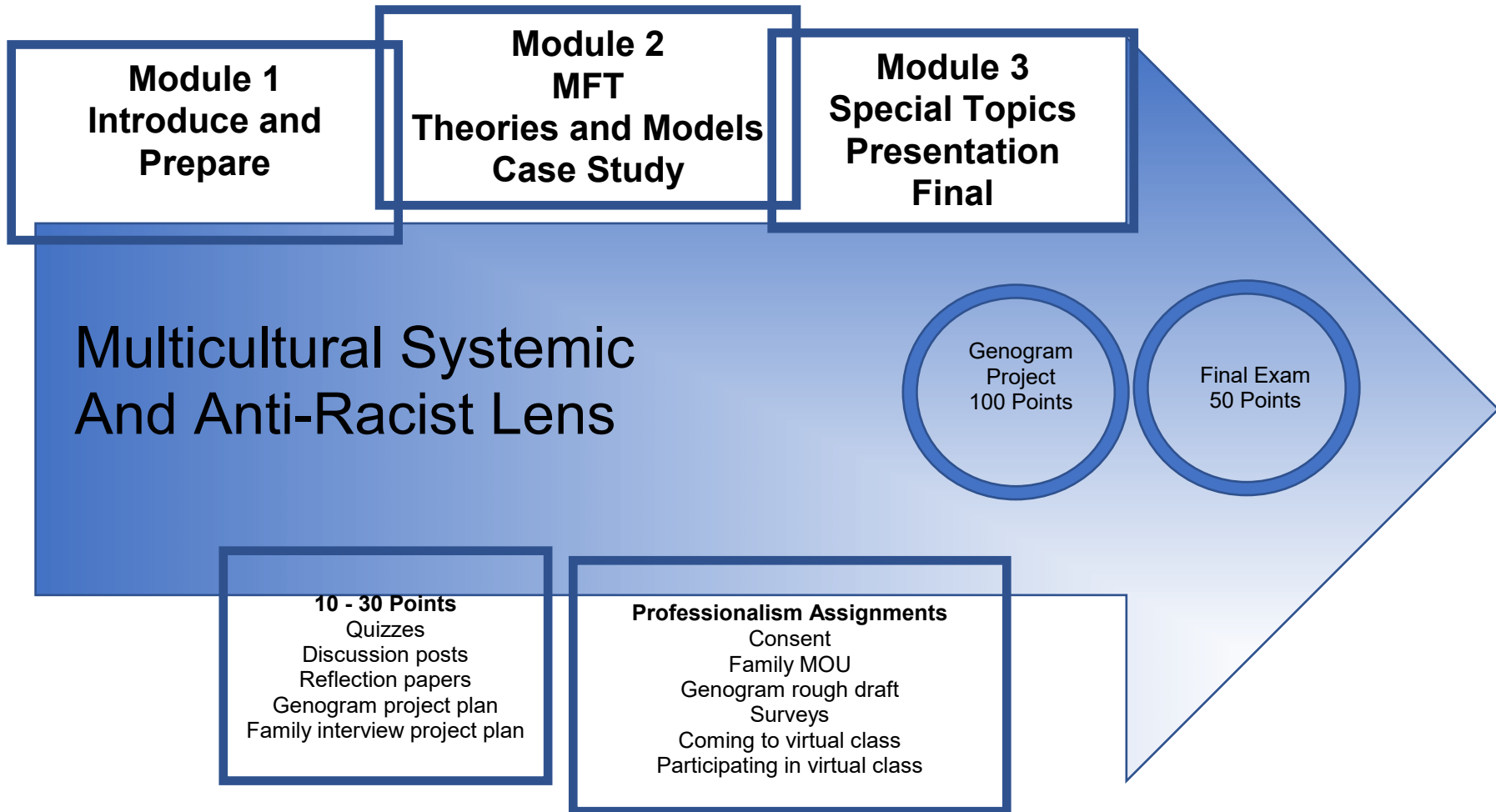
Course Outline and Calendar

This is only an outline. You must log in to your Canvas account to see detailed directions, links, and resources.

DATE	YOUR TASKS
Week 1: August 22 - 28	STARTING LINE – Goals and Consent This week we will focus on your reactions, beliefs, and values. You won't need your textbook yet. Instructions, rubrics, and grade point values are located in Canvas.
Week 2: August 29 – September 4	Module 1 Introduce and Prepare You will need your Gladding text this week.

Week 3: September 5 - 11	Systems and Foundation
Week 4: September 12 - 18	Origins and Growth of Family Therapy Quiz chapters 1 – 6 Due September 18
Week 5: September 19 - 25	Module 2: MFT Theories and Models Psychodynamic Assign teams and practice TPS, Quiz, and Reflection
Week 6: September 26 – October 2	Transgenerational
Week 7: October 3 - 9	Experiential
Week 8: October 11 - 17	Structural Mid term survey
Week 9: October 17 - 23	Strategic
Week 10: October 24 - 30	Behavioral/CBT Models
Week 11: October 31 – November 6	Post Modern Part 1
Week 12 November 7 - 13	Post Modern Part 2
Week 13: November 14 - 20	Ethics and special topics
11/21-11/27	THANKSGIVING BREAK
Week 14 November 28 – December 4	Present Genogram/Post links
Week 15 December 6 - 12	Prepare for final

MFT Theories



Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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

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.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus

include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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].

OPTIONAL POLICY STATEMENTS

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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. 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.

OTHER POLICIES

If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice

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.

Informed Consent

COUN 5356-110 Introduction to Family Counseling

Due to the sensitive nature of this course, students are advised in advance to consider the following issues:

PRINTED NAME _____

1. By remaining enrolled in this course beyond the first day of class, you are agreeing that you understand the points below and are willing to participate fully in the class discussions and assignments. You are always invited to ask questions about the course at any time should specific concerns arise.
2. Controversial topics will be discussed in this course. It is expected that students may experience reactions to these topics in which their opinions and values have already been established. Although it is not necessary for students to agree with each other on controversial subjects, students must be respectful of their classmates and be cognizant of the fact that you can never be sure what the experiences of another have been or what values another student in class may hold.
3. Personal definitions of what is considered graphic vary widely. I present material that I have determined to be educational and appropriate for clinical instruction, and I give careful consideration of the merit of such materials before using them.
4. This class will involve self-reflection related to examining one's personal values, beliefs, and biases surrounding family, sex, and parenting. Although the amount of time and energy each student devotes to this reflection will vary, it is expected that students remain open to this reflection throughout the course. The purpose of this type of reflection is to prepare students to manage reactions, value conflicts, and biases that may arise when working with clients.
5. This course is an educational, not a therapeutic, experience! *Self-disclosure of personal experiences is not expected or encouraged.* However, students may want to share personal experiences related to certain topics. Be sure to weigh your intentions and the amount of information you share carefully.
6. Please hold all personal information shared in class in confidence. Also, be assured that all materials/assignments turned in to me are held in the strictest confidence.

I fully understand that this course covers the outlined family issues. At times the material and content of the course will be sexually explicit. I further understand that the nature of this course invites me to reflect on my own behaviors, attitudes, and values regarding issues related to family, sex, and parenting.

SIGNATURE _____ DATE _____