



## **COUN 6332: THEORIES OF MARRIAGE AND FAMILY THERAPY SPRING SEMESTER, 2018**

*COUN 6332 is a required course for M.A. in Clinical Mental Health Counseling and M.A. in Marriage, Couples, and Family Counseling, and is a required course for LPC and LMFT Licensure in Texas*

**College of Education, Department of Counselor Education**

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**Class Format:** This course will be a combination of lectures, class discussion, reflection papers, and experiential activities. Videos, articles, and discussion will be used to demonstrate the major components of theoretical approaches.

**Class day and time:** Tuesday 6-850pm

**Class Location:** TEC 332

### **Course Description:**

The purpose of this course is to provide students with an overview of prominent marriage and family theories and an understanding of systematic approaches and techniques when working with couples and families.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

### **Textbooks:**

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview, 9<sup>th</sup> edition*. Boston, MA: Cengage Learning [ISBN-10: 1-305-09296-9; ISBN-13: 978-1-305-09296-9]

Articles for the course are in Blackboard under *RESOURCES/ARTICLES* in the course menu tab.

**Course Objectives:** The following objectives will be met during this course:

**2009 & 2016 CACREP Standards Matrix**

Standards	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	CACREP
Knows the history, and development of marriage, couple and family counseling	Read chapters on each theory and watch the accompanying DVD.	Quizzes will be completed and graded on Bb.	MCFC 2009 A.1. MCFC 2016 F.1.a
Understand theories and models family systems and dynamics	Read chapters on each theory  Watch videos	Quizzes will be completed and graded on Bb.  Teaching the chapter  In-class quiz competition	MCFC 2009 A.5  MCFC 2016 F.1b 2016
Understands the sociology of the family, family phenomenology, and family of origin theories	View end of course video assigned to this course and write an assessment and plan of treatment using one theory covered in the course  Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model.	Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.  Write a paper about what you learned using the Adlerian structure provided as an outline for your paper. This assignment should be written in APA style in Microsoft Word	MCFC 2009 A. 6 2  MCFC 2016 5.1d

Understands the theories and models of marriage, couple, and family counseling, and understand assessment relevant marriage, couple and family counseling	<p>View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.</p> <p>Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model.</p>	<p>Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.</p> <p>Write a paper about what you learned using the structure provided as an outline for your paper.</p>	<p>MCFC 2009 C.1</p> <p>MCFC 2016 F.1.b; F.1.e; F.2.c.; F.2.f</p>
Understands cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	Read the assigned chapters and article and construct a cultural genogram of your family to present to the class.	Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and an autobiographical narrative of what you have learned about yourself and your family from the assignment. Discuss the impact of the above issues on your development as a therapist.	<p>MCFC 2009 E. 1</p> <p>MCFC 2016 5.2m</p>
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.	Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.	CMHC – C.8
Knows the disease concept and etiology of addiction and co-occurring disorders	Read assigned articles (Fogarty and Berenson articles) and write a paper demonstrating an understanding of the influence of alcohol problems on the family system.	Graded paper that demonstrates understanding, reflects satisfactory writing skills and acceptable organization. See assignment and rubric.	CMHC – C.4

Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Read the assigned chapters and articles and construct a cultural genogram of your family to present to the class.	Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and an autobiographical narrative of what you have learned about yourself and your family from the assignment. Discuss the impact of the above issues on your development as a therapist.  Present articles in class in a discussion format	CMHC – E.2
Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.	Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.	CMHC – G.1

NCATE Unit Standards – Standards for the College of Education

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

Web link on *Center for Assessment* <http://www.shsu.edu/academics/education/center-for-assessment-and-accreditation/>

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

**Important:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning how to find, evaluate, and use resources to explore a topic in depth

#### **Course/Instructor Requirements:**

This course is an entry level course designed to introduce students to the theories and dynamics of family therapy. Therefore, no prerequisites are required.

#### **MCFC Specialty area KPI:**

The following is the *Key Performance Indicator* (KPI) for specialization in the MCFC track as we understand it at this point in the CACREP assessment self-study. Additionally, the following KPI will be assessed at three time points as indicated in the rubric below.

The MCFC student has the ability to distinguish between the major models and theories of MCFC and can identify 5 common dynamics of distressed couples and families, which occur over the

lifespan. The student has the ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, identifies and addresses MCFC ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. The MCFC student knows MCFC professional organizations. The student can articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC.

Assessment Structure:

Level 1 Assessment (after 6332, 6334, and 8 core classes)	Level 2 Assessment (Completed during COUN 6333 class)	Level 3 Assessment (Completed during COUN 6386 II)
30 multiple choice questions related to theories and dynamics	Apply MCFC knowledge and skills to a case study. During examinations.	Case presentation addressing all knowledge and skills
20 multiple choice questions related to MCFC profession and ethics		Essay addressing MCFC professionalism and licensure

## Course Outline

### Assignments:

**1. Chapter Assessments (170 points)** - Short quizzes. A short quiz will occur each week to check on student understanding of assigned reading and to help students get ready for the final examination across chapters. Multiple-choice, true-false, and short answer questions will be used. (10 points each/170 points). Some weeks multiple quizzes will need to be taken due to multiple chapters covered. You are to complete the quizzes on Blackboard.

**2. EFT and the Gottman Method Reflection Paper (50 points)** - Read articles/chapters in Blackboard on *Emotionally Focused Couple Therapy* (by Susan Johnson & Wayne Denton) and *Building the Sound Marital House* (by John Gottman, Driver, & Tabares). Write a 3 to 4 page reflection on these articles using appropriate APA style. Do not write an abstract. Include a cover page, main body of reflection, and references only. Follow the reflection guides located in RESOURCES/WRITING HELP

#### RUBRIC:

Reflects an understanding of the relationship among the readings	<b>35</b>
Demonstrates excellent writing skills and use of APA APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> <li>Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors.</li> <li>Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off.</li> <li>If your page length falls below or exceeds the expectations, 1 point will be deducted.</li> </ul>	<b>10</b>
Organizes paper for clarity and conciseness.	<b>5</b>
<b>Total</b>	<b>50</b>

**3. Berenson & Fogarty's Articles Assignments (50 points):** Read the two assigned readings (Berenson's *The Alcoholic Family System* and Fogarty's *Emptiness and Closeness*) and Chapter 8 in the text that describes Bowen's Multigenerational Model of Family Systems. Write a 3 to 4 page reflection relevant to how these three readings relate and include how this information would assist you when working with families with substance use and abuse issues. Include a cover page, main body of reflection, and references only.

#### RUBRIC:

Reflects an understanding of the relationship among the readings <ul style="list-style-type: none"> <li>Include all texts (Berenson, Fogarty, Bowen) – 20 points</li> <li>Compare/Contrast – How do readings relate – 15 points</li> </ul>	<b>35</b>
Demonstrates excellent writing skills and use of APA	<b>10</b>

<p>APA Style, grammar, spelling, formatting and length</p> <ul style="list-style-type: none"> <li>Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors.</li> <li>Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off.</li> </ul> <p>If your page length falls below or exceeds the expectations, 1 point will be deducted.</p>	
Organizes paper for clarity and conciseness	<b>5</b>
<b>Total</b>	<b>50</b>

**4. Cultural Genogram (150 points)** - Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and a 4-6 page autobiographical narrative of what you have learned about yourself and your family from the assignment. *Include roles you have played in your family, triangles, cross-generational coalitions, and/or feedback loops and how those affected you.* Discuss the impact of the above issues on your development as a therapist. Note countertransference issues that may arise for you as a family therapist.

**RUBRIC:**

Constructs a cultural genogram using the Kenneth Hardy model of a cultural genogram and includes cultural, mental, physical, and relational factors	40
Includes a separate time-line of the family's life (depicted on a linear line)	15
Includes countertransference issues that may arise as a therapist (connect to discussion of family of origin issues in your autobiographical narrative)	15
Writes an autobiographical narrative and discusses impact of the above on the student's development as a family therapist using APA style and submitted to Bb. Grading will be on depth and breadth of self-reflection, note any roles you have played in your family, triangles, cross-generational coalitions, and/or feedback loops and how those affected you.	70
<p>APA Style, grammar, spelling, formatting and length</p> <ul style="list-style-type: none"> <li>Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors.</li> <li>Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off.</li> <li>If your page length falls below the expectations, 1 point will be deducted for each page</li> </ul>	10
<b>Total</b>	<b>150</b>

**5. Family Interview (150 points)** - Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model (found under Course Documents in blackboard). Write a five to six page paper about what you learned using the structure as an outline for your paper. Include all components listed in the structure with headings dividing each section.

**RUBRIC:**

Utilized APA format Demonstrates excellent writing skills and use of APA <ul style="list-style-type: none"> <li>• APA Style, grammar, spelling, formatting and length</li> <li>• Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors.</li> <li>• Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off.</li> <li>• If your page length falls expectations, 1 point will be deducted for each page.</li> </ul>	10
Utilized the assigned interview structure (included all components)	15
Discussed key points of the interview from a systemic lens	25
Elaborated on the understanding generated from interviewing a family from a different culture	50
Total	100

**6. Teaching the Chapter (100 points)** – Each student will be responsible for teaching the content of one model of family therapy from one chapter in the textbook to the class. Students must use two outside resources from either peer-reviewed journals or a primary website (e.g., <https://www.gottman.com/> not [www.quizlet.com](http://www.quizlet.com)). A power point presentation created by the student will be used. In addition, a handout developed by the student to teach a particular point in the presentation or generate discussion will be provided for the class. Additionally, the student will lead the class in an activity associated with that particular theory of family therapy and will engage the class in a discussion to stimulate conversation and enhance learning.

**RUBRIC:**

Adequate overview of material	25
Include 2 outside resources from reputable sources	25
Inclusion of discussion questions (separate from class activity)	15
Providing a handout to the class	10
Leading a class activity	10
Quality of presentation (understands concepts – not just reading off the slides, use of multimedia, engaging)	15
TOTAL	100

**7. Final examination (150 points).** The final examination will consist of conducting an assessment and writing a paper discussing how to treat a family from a particular theory that was covered in class. You will watch a movie in class about a family and will choose a point in the movie where the family will enter treatment. You can choose any presenting issue that you observe in the movie. You will conceptualize the problem from the theory of your choice and will complete the assessment in class while watching the movie. You then will write a paper regarding how your theory



of choice can be applied to this family's situation. The outline for the paper will be discussed and is included in Blackboard. This part will be completed at home and turned in through Blackboard.

**RUBRIC:**

The student demonstrates an understanding of systemic thinking and the theory of choice	40
The student demonstrates an ability to apply the theory using the case study <ul style="list-style-type: none"> <li>• Hypothesis 30</li> <li>• Problem formation/maintenance 30</li> <li>• Structure of therapy role of therapist, focus of treatment, therapeutic goals, how family interactions are assessed, techniques, how change occurs) - 30 points</li> <li>• Termination 10</li> </ul>	100
Writing is clear and organized with minimal errors (Grammatical and APA)	10
Total points	150

**8. Participation, Professionalism, and Preparedness (100 points):** Students are expected to exhibit professional behavior always while in the counseling program, according to ACA ethical guidelines. Students are to come to class on time and prepared for discussion of the assigned readings for that class and prepared to participate in class activities and role plays. Students complete and submit all assignments when due. Students will interact in a professional manner with peers and faculty. Any student found engaging in academic dishonesty will lose all participation, professionalism, and preparedness points as well as receiving a zero on the assignment. *See professionalism policy in course requirements below..*

**RUBRIC:**

Arrives fully prepared at every session ready to participate (focused, materials ready/read)	35
Plays an active role in discussions (minimal involvement decreases scores) <ul style="list-style-type: none"> <li>• Physically present but not engaged (distracted, nonverbal) (0-10 points)</li> <li>• Physically present and minimal involvement (11-20)</li> </ul>	35

• Present and Engaged (21+)	
Supports, engages, and listens to peers	20
Turns in all assignments when due	10
Total	100

***††All assignments must be completed to receive a grade of A or B regardless of number of points earned. Unless specified, all assignments must be uploaded into blackboard in the correct assignment location to receive credit. If you accidentally upload the wrong assignment and catch your error prior to the due date, you can upload the correct assignment and that one will be graded instead.***

#### Grades:

**All assignments due by 6:00pm on the day of class. All Written Assignments need to be in APA style, written in Word, with appropriate font, spacing, and headings.**

#### Evaluation Points:

Berenson and Fogarty Articles	50
Gottman & EFT Articles	50
Genogram	150
Family Interview	150
Teaching the Chapter	100
BB discussion on models of MFT	80
Quizzes	120
Final Exam	120
Participation/Professionalism/Preparedness	<u>100</u>
<b>TOTAL POSSIBLE POINTS</b>	<b>920</b>

#### Grade Determination:

- A = 920 - 828
- B = 827 - 736
- C = 735 – 644
- F = 643 and Below

**Late assignment policy:** Submission of assignments to Blackboard must be on time. Students will receive one grade deduction if assignments are *up to* one day (24 hrs) late, two grade deductions if assignments are *up to* two days (48 hrs) late, three grade deductions if assignments are *up to* three days (72 hrs) late, and a zero if they are submitted over 72 hrs. past the due date. Only late assignments with extenuating circumstances **and** approved by professor **prior** to assignment's due date will be accepted late without penalty. **All assignments must be uploaded into Blackboard** in the correct location to be considered "submitted." If a student submits the assignment in the wrong area, or submits the wrong assignment, the assignment may still be counted as late. All assignments must be turned in to receive a grade of B or better, even if student has the correct number of points for the



semester.

**Missing Assignments:** Grades will be determined by number of points earned by the end of the semester. However, all assignments (including quizzes and blackboard assignments) must be turned in and graded to receive a grade of B or better. Therefore, the student's grade will drop to a C if an assignment is missing, even if the student has enough points for an A or B. The professor is not responsible for notifying students of missing work. It is the student's responsibility to keep up with assignments and due dates.

Schedule

**COUN 6332**  
**Theories of Marriage and Family Therapy**  
**Spring Semester 2018 Calendar**

Week/dates	Instructional Activities/Assignments	Due Date (Sunday by 11:59pm)	Points
Week 1/Jan 23	Introduction, Syllabus and Assignments		
Week 2/Jan 30	<b>Gottman Video and Articles</b>		50
Week 3/ Feb 6	Class Meeting 2 Presentations on Chapter 1 & 2 Chapter Assignments		
Week 4/ Feb 13	Class Meeting 3 Presentations on Chapter 4 & 5		
Week 5/ Feb 20	Class Meeting 4 Presentations on Chapter 6 & 7		
Week 6/ Feb 27	<b>Berenson and Fogarty Articles</b>	March 4	50
Week 7/ March 6	<b>Quiz 1</b> <b>BB discussion on models of MFT</b>	March 11	120 40
Week 8/ March 13	<b>Spring Break</b>		
Week 9/ March 20	Class Meeting 5 Presentations on Chapter 8 & 9		
Week 10/ March 27	<b>Family Interview</b>	April 1	150
Week 11/ April 3	<b>BB discussion on models of MFT 2</b>		40
Week 12/ April 10	Class Meeting 6 Presentations on Chapter 10 & 11		
Week 13/ April 17	<b>Genogram</b>	April 22	150
Week 14/ April 24	Class Meeting 7 Presentations on Chapter 13 & 14		
Week 15/ May 1	Class Meeting 8 <b>Quiz 2</b>		120



## Student Guidelines

### University Policies

- SHSU Academic Policy Manual – Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Cell-phones and laptops should be put away during course instruction/discussion unless student has received previous approval and/or the device is needed for learning
  - Technology during exams: No electronic devices are permitted during exams. All devices must be turned off and not in view of students or instructor.
  - Technology in emergencies: Students must get permission to use electronic devices for emergency purposes.
- Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

### Attendance

1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected beforehand. 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. 3) A drop of a letter grade will occur for each subsequent absence. 4) Repeated lateness will count towards an absence.

### Course Expectations

#### ***Professionalism/Preparedness/Participation Policy***

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Points for professionalism/preparedness/participation may be deducted for any unprofessional and/or inappropriate acts including, but not limited to frequent tardiness (at the beginning of class or after breaks) and/or absences; texting and/or talking in class; computer usage not related to class; unethical actions; lack of involvement in reflection; lewd attire; or disrespectful behavior (face-to-face or online) towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direction. There are a total of 100 points associated with professionalism/preparedness/participation; therefore, your grade may be lowered based upon your actions. Students are expected to participate in all class activities, discussions, and demonstrations.

### ***Academic Dishonesty***

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#). Students violating the APA 6th Edition Style Manual guidelines for plagiarism will, on the first occasion, earn a grade of zero for the applicable assignment. A second instance of plagiarism will cost a letter grade deduction from the overall class grade. A grade of F for the class will be applied to a third offense.

### ***Recording Policy***

Students who wish to record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteers for assessment instruments, interviews, and other practice activities. This requires that we respect the privacy of clients/students and volunteers. Therefore, students must secure permission from the professor prior to taping. If permission to record is granted by the professor, students must cease taping when fellow students share personal or confidential information during class. In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.

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