



## SYLLABUS

### EDUC 6323 Marriage and Family Counseling

**SEMESTER: Summer 1 2017**

**T & Th 8:00 - 9:00 p.m.**

**PROFESSOR: Dr. Samuel Garcia, LPC-S**

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#### **Required Texts:**

**Herbert Goldenberg, Irene Goldenberg: Family Therapy: *An Overview (8<sup>th</sup> ed.)*.**

ISBN-13: 978-1-111-82880-6

**Course Description:** The general purpose of this course is to familiarize students with the stages of family development, family dynamics, and techniques of marriage and family counseling, family consultation, and parent education.

#### **Course Objectives**

Upon successfully completing this course, students will be able to:

1. Identify and describe the stages of family development. *Assessment:* of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.
2. Identify and describe the structures and functions of family systems and subsystems. *Assessment:* of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.
3. Discuss the systemic and individual dynamics of family relationships. *Assessment:* of thi

objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, PowerPoint Presentation, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.

4. Describe and discuss the effects of the family system on the behaviors of individual family members. *Assessment:* of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, PowerPoint Presentation, the Midterm and Final Examinations, and participation in the virtual community of the class on Blackboard.
5. Identify and discuss the effects of family constellation, family atmosphere, and cultural/historical context on the personal adjustment and self-esteem of the individual family members. *Assessment:* of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, PowerPoint Presentation, and participation in the virtual community of the class on Blackboard.
6. Demonstrate the ability to observe and identify family structures, processes, and systemic communication dynamics. *Assessment:* of this objective will be conducted by the Film Family Analysis papers, the Family-of-Origin Analysis paper, the Midterm and Final Examinations, PowerPoint Presentation, and participation in the virtual community of the class on Blackboard.
7. Develop an integrated personal approach to marriage and family counseling. *Assessment:* of this objective will be conducted by the Midterm and Final Examinations, PowerPoint Presentation, and participation in the virtual community of the class on Blackboard.

### **Course Structure and Methods of Evaluation:**

This course will be taught as a graduate course, with lecture and group collaborative discussion, small group exercises, video reflections, oral presentations and reflective writing. It is expected that students will have read all readings and be prepared to engage in a conversation regarding main points and application of the readings. Students are expected to be respectful of others' opinions, share perspectives and engage in critical thought, integrate information and theories from other disciplines and course work in your writings and discussions; and engage in ethical practices.

**Grading System:** The final grade will be determined on the basis of achievement of student learning outcomes and fulfillment of course expectations.

A = 100-90 points B = 80-89 points C = 70-79 points D = 60-69 points F = below 60 points

**Collaborative Discussion:** 30 points

**Weekly Quizzes:** 20 points

**Movie Reflection Paper:** 30 points

**Final Exam:** 20 Points

### **Group Enhanced Collaborative Streaming Interaction:**

As your instructor, I place heavy emphasis on Individual class participation. The interactive component to this course is critical; it will enhance your critical thinking/reasoning skills, which is very important to the counseling process. Your participation will facilitate others enhancing his or her reasoning skills from drawing from your rich experience(s). The spirituality experiences communicated by students add tremendously to everyone's learning in class. Our live *Enhanced Collaborative Streaming* interaction will provide us the opportunity to review the week's theme of instruction and will also help to alleviate any issues or answer any questions that often arise when taking online coursework. You will need to have high-speed Internet service, and the *Adobe Flash Player* loaded into your personal computer. *The IT department has suggested that you use Google Chrome or FireFox as your web browser to alleviate technical difficulties.* I have placed a quick link to *Adobe Flash Player* for quick download onto his or her personal computer. Students are always welcome to use the on-campus computer lab for the Collaborate interactive weekly meetings.

Class attendance and active participation in class discussions is expected and essential to promoting student learning (yours and your classmates). Keep in mind that participation is creatively influenced; not everyone participates verbally; please be aware of your own participation style, and share air time with other students. You are expected to attend all class meetings. Also, since this course requires your active participation and is group oriented, please do not enter late or depart early.

This class meets once per week. **Missing more than two classes will reduce your grade by a full letter grade.** As a graduate level class, your preparation for class, attentiveness, reflection, integration of readings into class discussions, and quality of participation in class discussion and group activities through sharing experiences, issues, questions from the readings, and new learning is expected. Please bring to each class period questions or issues from the reading, the literature, or your professional experiences which you would like to raise in class. You will also be asked to work in a group and to co-facilitate part of one class with your group.

To maintain an ideal learning environment for yourself and your colleagues, please keep background activity minimal to minimize distractions and noise interference.

You will be asked to assess your own engagement via attendance, reflection, discussion in class and out, and through your immersion experience.

Deadlines for presentations and projects are firm. However, life is sometimes unpredictable; please communicate with me before the project due date if you expect to have a late assignment and we will work out a new deadline.

### **Weekly Quizzes:**

Please complete, and thoughtfully analyze, all readings **prior** to class. You should come to class prepared to engage in both all class and small group discussions. Not all readings will be addressed directly during class time, but the texts will be helpful to you for other classes, setting the context of the profession, and your continuing professional development.

Each student will complete a quiz on a weekly basis. The quizzes are intended to ensure you can

grasp the content of the assigned reading. There is a total of **eight (8) quizzes**, and each quiz is worth 2-points of the possible 20 points.

**Movie Reflection Paper:**

Reflection papers are intended to move a student from passive learning to Active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your forum entries, this assignment is meant to enhance your counseling skills by grasping certain content while assessing your intrinsic processes. The 5-page, double spaced paper has a grade value of 30 points. I have provided students with a brief video that explains reflective learning and how to write a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper. The writing lab can assist you in understanding the mechanics involved in writhing a reflective paper. All written assignments should be completed on time and with academic integrity. All written assignments should follow APA Guidelines (as detailed in the APA Manual, 6<sup>th</sup> edition).

Criteria	Superior (30 pnts.)	Sufficient (20 pnts.)	Minimal (10 pnts.)	Unacceptable (0 pnts.)
<b>Depth of Reflection</b>  ___ of 10 points	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Required Components</b>  ___ of 10 points	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
<b>Structure</b>  ___ of 5 points	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Evidence and Practice</b>  ___ of 5 points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching

	respondent's overall teaching practice are thoroughly detailed, as applicable.	overall teaching practice are presented, as applicable.	teaching practice are presented, as applicable.	practice are presented, as applicable.
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### PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS
<b>Jun 1</b>	<p><b>Introduction:</b> Professor and Students</p> <p><b>Chapter 5:</b> Origins and Growth of Family Therapy</p> <p><b>Quiz 1</b></p> <p><b>Group Collaborative Discussion:</b> Tues. &amp; Thurs, 7:00 pm</p>
<b>Jun. 6</b>	<p><b>Chapter 7:</b> Psychodynamic Models</p> <p><b>Quiz 2</b></p> <p><b>Group Collaborative Discussion:</b> Tues. &amp; Thurs, 7:00 pm</p>
<b>Jun. 8</b>	<p><b>Chapter 8:</b> Transgenerational Models</p> <p><b>Quiz 3</b></p> <p><b>Group Collaborative Discussion:</b> Tues. &amp; Thurs, 7:00 pm</p>
<b>Jun. 13</b>	<p><b>Chapter 9:</b> Experiential Models</p> <p><b>Quiz 4</b></p> <p><b>Group Collaborative Discussion:</b> Tues. &amp; Thurs, 7:00 pm</p>
<b>Jun. 15</b>	<p><b>Chapter 10:</b> The Structural Model</p> <p><b>Chapter 11:</b> Strategic Model</p> <p><b>Quiz 5</b></p> <p><b>Group Collaborative Discussion:</b> Tues. &amp; Thurs, 7:00 pm</p>
<b>Jun 20</b>	<p><b>Chapter 12:</b> Behavioral and Cognitive Models</p> <p><b>Quiz 6</b></p> <p><b>Group Collaborative Discussion:</b> Tues. &amp; Thurs, 7:00 pm</p>

<b>Jun. 22</b>	<b>Chapter 13: Social Construction Models</b> <b>Quiz 7</b> <b>Group Collaborative Discussion:</b> Tues. & Thurs, 7:00 pm
<b>Jun. 27</b>	<b>Chapter 15 : Psycho Educational Models</b> <b>Quiz 8:</b> <b>Group Collaborative Discussion:</b> Tues. & Thurs, 7:00 pm
<b>Jun. 29</b>	<b>Movie Reflection Paper Due</b> <b>Final Exam</b>