



Syllabus

EDUA 6345—FAMILY COUNSELING

Clinical Mental Health Sul

Ross State University

FALL 2025

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Office Hours: Tuesdays and Thursdays, 12:00-5:00 or by appointment

REQUIRED TEXT

Gladding, S.T. (2019). *Family therapy: History, theory, and practice* (7th ed.). Boston: Pearson.

The correct ISBN for the hardcover 7th edition of our textbook is as follows: **ISBN-13: 978-0-13-478543-1**

American Psychological Association (2020). *The publication manual of the American Psychological Association*. 7th Edition. Washington, D.C. American Psychological Association.

COURSE DESCRIPTION

A survey of the field of family counseling, examining history, theories, and practice. Includes discussion of ethical, legal, and other professional issues related to family counseling.

In this course, students will be able to identify and define basic terminology and concepts of the most widely-used family therapy models; demonstrate an understanding of the historical, practical/clinical, and theoretical bases underlying the family therapy process; demonstrate a working knowledge of a variety of family counseling strategies and applications; evaluate one's own family background values and beliefs, and infer how those variables impact the therapeutic relationship for counselor and client family; and demonstrate an understanding of professional and ethical issues in family therapy.

STUDENT LEARNING OUTCOMES

This course contributes to the following required student learning outcomes: Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect clients' ability to achieve their potential.

1. Students will demonstrate their ability to plan, implement, and evaluate a developmental counseling program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
2. Students will demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

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

CACREP Standard	Activity	SLOs
Common Core for all students:		
Section 2: F.1-Professional Counseling Orientation and Ethical Practice		
1. History and philosophy of the counseling profession (IIF1a)	Assigned textbook reading; Chapter 1 Test, Chapter 2 Test	2
2. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i)	Assigned reading; Chapter 6 Test; discussion board	3
3. Self-care strategies appropriate to the counselor role (IIF1g)	Discussion Board	3
Section 2: F.11-Social and Cultural Diversity		
1. Help-seeking behaviors of diverse clients (IIF11f)	Assigned textbook reading; Chapter 5 Test; discussion board	1
2. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others. (IIF11d)	Assigned textbook reading; Chapter 5 Test; discussion board; Video Assignments; Genogram Essay & Autobiography; Nontraditional Families Lecture	1
3. Multicultural counseling competencies (IIF11c)	Assigned textbook reading; Chapter 5 test; discussion board; Video Assignments	1

4. The impact of spiritual beliefs on clients' and counselors' worldviews (IIF11g)	Genogram Essay and Analytic Autobiography	1
Section 2: F.111-Human Growth and Development		
1 Theories of individual and family development across the lifespan (IIF111a)	Assigned textbook reading; Chapter Tests; Discussion Board; Video Assignments 2-10; Final Exam	2
3. Biological, neurological, and physiological factors that affect human development, functioning, and behavior (IIF111e)	Assigned textbook reading; Chapter 15 test; Discussion Board	1
4. Systemic and environmental factors that affect human development, functioning, and behavior (IIF111f)	Assigned textbook reading; Chapter Tests; Discussion Board	1
5. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF111g)	Assigned textbook reading; Video Assignments; Chapter 15 Test	1
6. Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the Lifespan (IIF111i)	Assigned textbook reading; Chapter 4 and 5 Tests; Discussion Board; Video Assignments	3
Section 2: F.V-Counseling and Helping Relationships		
1. Theories and models of counseling (IIFVa)	Assigned textbook reading; Chapter Tests; Final Exam; Video Assignments; Discussion Board	2
2. A systems approach to conceptualizing clients (IIFVb)	Assigned textbook reading; Chapter 9 Test; Genogram Essay and Analytic Autobiography; Discussion Board; Video Assignment #6	2
3. Counselor characteristics and behaviors that influence the counseling process (IIFVf)	Assigned textbook reading; Video Assignments; Discussion Board	3
4. Evidence-based counseling strategies and techniques for prevention and intervention (IIFVj)	Assigned textbook reading; Video Assignments	2

Section 2: F.V111-Research and Program Evaluation		
1. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIFVIIIa)	Assigned textbook reading; Chapter 16 Test)	3
2. Evaluation of counseling interventions and programs (IIFVIIIe)	Assigned textbook reading; Chapter 16 Test.	2
Standards for Clinical Mental Health Counseling (CMHC) track		
Standard 5: V.1-Foundations		
1. Theories and models related to clinical mental health counseling (V.1.b)	Assigned textbook reading; Chapter 2,8,9,10, 11, 12, 13, 14 Tests	2
Standard 5: V.11-Contextual Dimensions		
1. Roles and setting of clinical mental health counselors (V.11.a)	Discussion Board; Assigned textbook reading	3
2. Legal and ethical considerations specific to clinical mental health counseling (V.11.l)	Assigned textbook reading; Chapter 6 test; Discussion Board; Video Assignments	3
3. Impact of crises and trauma on individuals with mental health diagnosis (V.11.f)	Assigned textbook reading; Chapter 15 Test; Discussion Board; Video Assignments; Genogram Essay and Analytic Autobiography	1
Standard 5: V.111-Practice		
1. Techniques and interventions for prevention and treatment of a broad range of mental health issues. (V.111.b)	Assigned textbook reading; Chapter Tests and Final Exam; Video Assignments 2-10.	2

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health, including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health, including school counseling.
3. Graduates will demonstrate knowledge of human growth and development throughout the lifespan to apply in careers related to mental and behavioral health, including school counseling.

REQUIREMENTS

Students will:

- Comply with Online Participation Policy
- Complete all reading assignments and study the material prior to posting assignments
- Study Blackboard lectures
- Post in-depth and insightful responses on Discussion Board forums
- Utilize videos to view actual client interviews and submit assignments based on those interviews
- Prepare a personal genogram and submit a written analysis of it with a course-related analytic autobiography
- Take chapter exams, a genogram test, and a final exam
- Practice professional conduct and ethics, including a respect of confidentiality with the same expectations of face-to-face courses, as well as respectful learning exchanges in online discussions

PARTICIPATION

This is a web-delivered course and therefore is subject to the **Sul Ross State University online participation policy**. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. Because EDUA 6345 is delivered entirely online, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. In order for you to remain enrolled in EDUA 6345, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

You are expected to participate in the online activities and discussions. **This course has heavy use of the discussion board**, and you will be expected to participate through initial posts and responses to other students and your instructor. You are required to check daily both your Sul Ross email and Blackboard Discussion Board forum, and to promptly reply.

You are free to work at your convenience as long as you meet the assignment deadlines. **No late assignments will be accepted.** Your final course grade will be affected by the **quality** of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the required videos. Your written communication should reflect professional courtesy toward the instructor and fellow students.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

SRSU Disability Services: Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

ASSIGNMENT DESCRIPTIONS

Writing Style. Papers must be typed using 1 inch margins, 12-point Times Roman type, and double-spaced. Do not number the title page. Do not retype the questions; simply write well-developed paragraphs. Edit for spelling and grammar, and for clarity and logic of idea development. (I **strongly** encourage you to have someone else proofread your work.) **Include citations and a reference page utilizing correct APA style.** **NOTE: Your writing reflects your professionalism. Papers with multiple errors in any of the above areas will receive a reduction in grade.**

Genogram Essay and Analytic Autobiography (2-Part Essay)

Part 1--Complete a three generational genogram of your family and write an essay discussing patterns you have discovered in your family and insights you have gained from this assignment. Questions you should ask as you interview your family members and answer in your essay are **at the end of this syllabus**. This portion of your essay should be a minimum of **4 pages**, excluding the title page. On the first page of your essay, create a heading entitled, "Part 1--My Family Genogram." **You must include citations from your textbook!**

Part 2—Analytic Autobiography This is the second portion of your essay assignment. At the top of the page type, "Part 2—My Analytic Autobiography." Using course content as a reference, in this section you will further examine yourself and your family-of-origin issues, and you will conclude with your own worldview of how best to work with families. This portion of the essay should be a minimum of **5 pages**, not including the References page. It must include **citations**, and a **References** page should be included at the end of the document. In this section, address the following:

- Based on what you learned in doing the genogram, and what you know as a member of your family, use systems terminology to describe your family—open, closed, boundaries, etc. If you addressed this in Part 1, then simply describe the effect that these dynamics have had on you. *Create citations from your textbook!*
- If you could “restructure” your family system, what major changes would you make? Be specific. Restructuring families results in changes in power. How would this affect your family? Who would lose some power, and who would become more empowered? What impact would this have on family healthy functioning? Who would become connected or reconnected? Whose relationships would be strengthened, and whose relationships might be less intense or less overinvolved?
- Identify gender/ethnic rules by which your family system operated (or currently operates). Do you abide by these rules, or have you chosen to create a different reality? Is your family viewed as “traditional” or “nontraditional” in any way?
- When examining stages of the family life cycle (see page 39 in your textbook for the six-stage life cycle, beginning with “single young adults leaving home,” “the new couple,” “families with young children,” “families with adolescents,” “families launching children and moving on,” and “families in later life”), which have been easier for your family to handle? Which have been most difficult? Which of these have most greatly impacted you?
- Explore how your family system coped with such normal life transitions as births, starting school, beginning college, getting married, entering the workforce, empty nest, retirement, aging, etc.
- Explore experiences your family has had with death and how they handled mourning. How has this impacted you and shaped your view of death?
- What has been the best thing about growing up in your family? What has been the most challenging?
- Conclude with your own worldview of how to best work with families. How do you see yourself as a family counselor?

To repeat, the body of your paper (including parts 1 and 2 combined), is to be a **total minimum of 9 pages**, plus a title page and References page. (Your textbook should be your reference entry. See examples on the Discussion Board on Blackboard for APA style for both citations and reference entries!) Therefore, your document must be a minimum of 11 pages total. Your paper must follow the **Writing Style** above. Attach your paper to the Genogram Essay and Analytic Autobiography link via the Assignments button on Blackboard.

NOTE: I recognize that you may find information requested in this paper to be sensitive in nature. I will assume that information you wish to retain as private to the family will not be included in the paper; you have choice regarding what you wish to share. I will be the only person reviewing your paper. If you have further privacy concerns, please feel free to discuss them with me. Thank you.

Questions to Use in a Genogram Interview (in order to draw your Genogram)

(Source: Thomas, M. (1992). *An introduction to marital and family therapy*. Upper Saddle River, NJ: Prentice Hall.)

1. Can you tell me the names and ages of the family members for at least three generations on both sides of the family who are presently living?
2. When were these individuals born, married, separated, or divorced? Give specific dates including day and year, if possible.

3. Who has passed away in the family? Of what? When were they born, married, separated, or divorced?
 4. What jobs did family members hold?
 5. What were the educational levels of family members?
 6. What were the ethnic/cultural and religious backgrounds of family members? How have these traditions been passed on in the family?
 7. Where did family members live? In what city and state? When and where did they move? For what reason?
 8. How did people get along in the family? Who was close to whom? Did anyone not speak to another family member? What happened in these cases?
 9. Which family members were very successful at what they did?
 10. Which family members used alcohol or drugs, were arrested, had mental problems, committed suicide or had other serious problems?
 11. What illnesses are found in the family? How did family members cope with them?
 12. Can you tell me any special life events that happened—positive, neutral, or negative?
 13. Are there any stories which have been passed down through the generations in your family?
 14. Are there any family themes which seem to repeat in your family?
 15. As an elder of the family, is there any advice that you would give to me as a younger member of the family?
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Questions to Answer in Writing an Analysis of a Genogram (for Part 1 of your “Genogram Essay and Analytic Autobiography” Assignment)

(Source: Thomas, M. (1992). *An introduction to marital and family therapy*. Upper Saddle River, NJ: Prentice Hall.)

1. How healthy were family members in your genogram? What were the most common health problems on each side of your family and in your family of origin? What did family members do to prevent or treat such problems?
2. What type(s) of family structure (i.e., single parent, nuclear, remarried) were repeated in the genogram?
3. What family themes have been carried down through the generations?
4. What occupations occur most frequently in your family?
5. What life events have affected family functioning throughout the generations of your family?

6. Where are triangles present in your genogram? Where are relationships close, distant, conflicted, or fused? Where are there emotional cut-offs?
7. What patterns are repeated, such as educational or work success, religious commitment, alcohol or drug use, or other behaviors?
8. How large were the families in your genogram? Do some families stand out as larger or smaller when looking at the genogram? What stresses might have occurred due to family size or family imbalance?
9. Since you are a dynamic, active organism according to systems theory, what could you do to change any patterns that disturb you? What would you like to pass on to your children?

Genogram Test. You will take a brief genogram test based on two genograms in your textbook. Instructions are found on Blackboard via the Assignments button.

Video Assignments. You will view actual videotaped client interviews, and provide postings on the Discussion Board on the Video forums. Instructions are detailed on Blackboard via the Assignments button.

Chapter Tests. Tests for each chapter in your textbook are accessible via the “Exams” button on Blackboard. See the attached schedule for due dates. No late tests will be accepted.

Final Exam. This exam is based on the “Models of Family Therapy” Appendix of your textbook on pages 405-410, as well as content in Lectures on Blackboard. The Appendix summarizes content you will have covered in your textbook readings and assignments. This exam is accessed via the “Exams” button on Blackboard. See the following schedule for the due date.

EVALUATION

Your grade for this course will be determined by evidence of the **quality** of your learning as demonstrated by your performance on the following:

Video Assignments Discussion Board Postings	25%
Genogram Test	10%
Genogram and Analytic Autobiography Essay	20%
Chapter Tests	30%
Final Exam/Models of Family Therapy & Lectures	15%
Course Grade:	
A	B
91% - 100%	81% - 90%
	C
	71% - 80%
	F
	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

SCHEDULE

Complete all assignments prior to the deadlines as noted below. Deadlines are **no later than 11:59 p.m. Central Time** on the date indicated. **You are encouraged to work ahead and submit early.** It is best to take the Chapter Tests after you read each chapter. These are the due dates. **No late assignments will be accepted.**

Module 1	
August 25	Semester Begins
August 27	Confidentiality Agreement-“Start Here”
August 29	Online Participation Policy I Discussion Board
August 29	Introduction in Discussion Board
August 31	Prologue and Chapter 1 Test
Module 2	
September 7	Video: Assignment #1 in Blackboard
September 7	Respond to at least two other students' posting
September 7	Chapter 2 Test
Module 3	
September 14	Chapter 3 Test
Module 4	
September 14	Chapter 4 Test
Module 5	
September 21	Video: Assignment #2 in Blackboard
September 21	Respond to at least two other students' posting
September 21	Video: Applying Culture and Beliefs
September 21	Video: Exploring Culture and Beliefs
September 21	Video: Nontraditional Families
September 21	Chapter 5 Test
Module 6	
September 24	Chapter 6 Test
Module 7	
<u>Genogram Essay and Analytic Autobiography Instructions</u>	
September 28	Video: Assignment #3 in Blackboard
September 28	Respond to at least two other students' posting
September 28	Chapter 7 Test
Module 8	
October 5	Video: Assignment #4 in Blackboard
October 5	Respond to at least two other students' posting
October 5	Chapter 8 Test
Module 9	
October 12	Video A and B: Assignment #5 in Blackboard
October 12	Respond to at least two other students' posting
October 12	Video Assignment #6 in Blackboard
October 12	Response to at least two other students' posting
October 12	Video: Identifying Problems Part 1
October 12	Video: Identifying Problems Part 2
October 12	Video: Facilitating Differentiation of Self
October 12	Chapter 9 Test
October 12	Chapter 10 Test
Module 10	
October 19	Video: Assignment #7 in Blackboard
October 19	Respond to at least two other students' posting
October 19	Video: Acting as if
October 19	Video: Addressing Locus of Control Engagement
October 19	Chapter 11 Test
October 19	Genogram Test

Module 11	
November 2	Essay and Analytic Autobiography
November 2	Video: Focus on the Individual in a Relationship
November 2	Video: Exploring Reactions Here Now
November 2	Chapter 12 Test
Module 12	
November 9	Video: Assignment #8 in Blackboard
November 9	Respond to at least two other students' postings
November 9	Video: Enactment
November 9	Video: Aiming at Palpable Outcomes
November 9	Chapter 13 Test
Module 13 The "Help Me with a Cheat Sheet"	
November 16	Video: Chapter 7.....
November 16	Video: Paradoxical Assignment
November 16	Video: Clarifying Specific Issues
November 16	Video: Continue to Clarify Specific Issues
November 16	Video: Exploring Internal Struggles
November 16	Video: Applying Internal Struggles to System
November 16	Video: Normalizing and Giving Support
November 16	Video: Assignment #9 in Blackboard
November 16	Respond to at least two other students' postings
November 16	Chapter 14 Test
Module 14	
November 23	Video: Assignment #10 in Blackboard
November 23	Respond to at least two other students' posting
November 23	Chapter 15 Test
November 23	Chapter 16 Test
Module 15 Examining Your Family	
November 30	Chapter 17 Test
November 30	Chapter 18 Test
Module 16	
December 7	Final Exam
December 11	End of Semester

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	

