



EDUA 6345—FAMILY COUNSELING

School Counselors

Sul Ross State University

FALL 2025

Instructor: Ronda Hayes, PhD, CSC, LPMHC, LPC-S
E-Mail: rhayes@sulross.edu
Phone: 325-650-0419
Office Location: Dr. Hayes does not maintain an office on campus.

Off-Campus Office Hours are: Tuesdays 9:30 to 1:30 CST; Wednesdays 2:30 to 5:00 CST; Thursdays 9:30 to 1:00 CST; Other by appointment

You can make virtual appointments via Microsoft TEAMS by clicking on the link in the signature line of emails sent to you from Dr. Hayes.

CATALOG 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.

REQUIRED TEXTS:

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). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 978-1-338-3217-8

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard	Description	Assignment	Assessment	SLO
I. (19)	An understanding of systems, including family dynamics and school environments	Textbook reading Chapter 9	Chapter 9 Test	SLO 1
		Textbook Chapters 1-9	Genogram Essay and Analytic Autobiography	SLO 1
		Textbook Chapters 1-16	Final Exam; Discussion Board Video Assignments #1-10	SLO 1

TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

Domain Competency	Description	Assignment	Assessment	SLO
I. 001. D	Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma,	Textbook Chapters 1-16; Discussion Board	Certify Teacher	SLO 1

	individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).			
I. 002. A	Demonstrate knowledge of ways in which diverse characteristics (e.g., race, culture, ethnicity, religion, gender identity, socioeconomic status, linguistic diversity, immigration status, exceptionality, learning styles, physical or cognitive abilities) may affect the manifestation of strengths and difficulties in the educational, career, personal, and social areas.	Textbook Chapters 1-16; Video Assignments #1-10	Certify Teacher	SLO 1

COURSE OBJECTIVES:

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:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential.
2. 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, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

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 development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

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.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

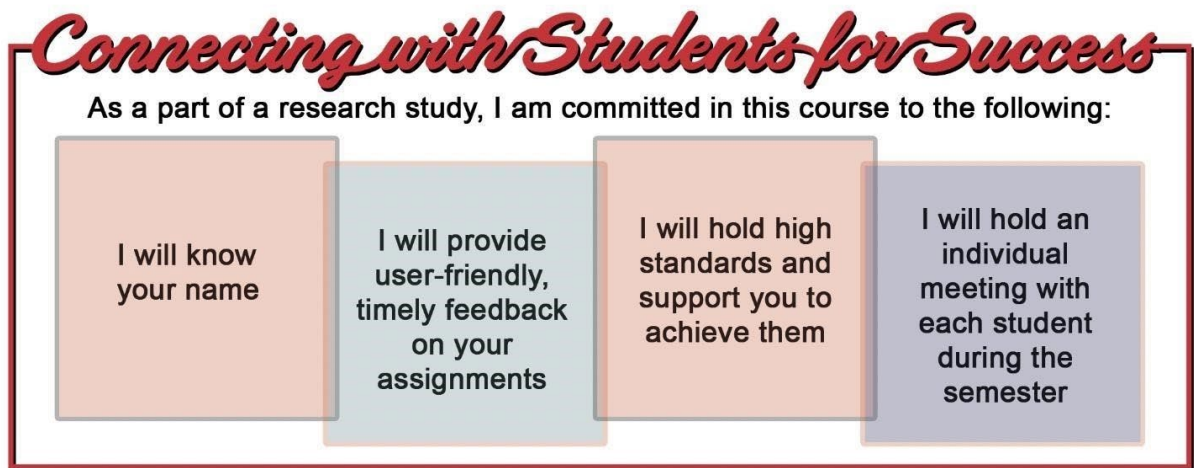
The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)**SRSU DISABILITY SERVICES:**

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.

PARTICIPATION POLICY: Since EDUA 6345 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 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 an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final 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.



COURSE 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

Assignment Descriptions:

Writing Style. Papers must be typed using 1 inch margins, 12-point Times New Roman or Ariel 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 if are a parent or if you were to become a parent?

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/GRADING POLICY:

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	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

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

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and available to students from the beginning of the semester, and discussion will occur in forums on Blackboard at the designated times in this syllabus. A Questions & Concerns forum will remain active throughout the course.

Lectures will incorporate text and power point presentations including the following topics: course overview; introduction to family counseling; individual and family life cycles; healthy and dysfunctional families; working with culturally diverse families; working with single-parent families; working with blended families; history of family therapy; the process of family therapy; couple and marriage therapy and enrichment; psychodynamic and Bowen family therapies; experiential family therapy; behavioral and cognitive-behavioral family therapies; structural family therapy; strategic family therapies; solution-focused and narrative family therapies; ethical, legal, and professional issues in family therapy; working with substance-

related disorders, domestic violence, and child abuse; research and assessment in family therapy.

Discussions and lectures on the Blackboard course site include the following topics: Introduction to the course; examining your family; differentiating between the major family theories; nontraditional families; APA style in professional writing; Video Assignments (theoretical context; culturally diverse families; the process of family therapy; couple and marriage therapy; psychodynamic family therapy; Bowen family therapy; cognitive and cognitive-behavioral family therapy; structural family therapy; strategic family therapy; narrative family therapy); clarifying triangulation; example of paradox; lying and confrontation in family therapy; reporting abuse/neglect; discussions of physical intimacy in family therapy; genograms and analytical autobiography.

SCHEDULE/DUE DATES:

Complete all assignments prior to the deadlines as noted. 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.** (Do not ask the instructor to extend a deadline or to accept a late assignment.)

Module 1	
August 25	Semester Begins
August 30	Online Participation Policy I Discussion Board
August 30	Introduction in Discussion Board
August 30	Confidentiality Agreement signed and submitted
September 1	Prologue and Chapter 1 Test
Module 2	
September 6	Video Assignment #1 in Blackboard
September 7	Respond to at least two other students' posting
September 9	Chapter 2 Test
Module 3	
September 12	Chapter 3 Test
Module 4	
September 15	Chapter 4 Test
Module 5	
September 17	Video Assignment #2 in Blackboard
September 18	Respond to at least two other students' posting
September 19	Applying Culture and Beliefs
September 20	Exploring Culture and Beliefs
September 21	Nontraditional Families
September 22	Chapter 5 Test
Module 6	
September 25	Chapter 6 Test
Module 7	
<i>Genogram Essay and Analytic Autobiography Instructions</i>	
September 27	Video Assignment #3 in Blackboard
September 28	Respond to at least two other students' posting
September 29	Chapter 7 Test
Module 8	

October 1	Schedule a virtual meeting with Professor Hayes
October 4	Video Assignment #4 in Blackboard
October 5	Respond to at least two other students' posting
October 6	Chapter 8 Test
Module 9	
October 8	Identifying Problems Part 1
October 9	Identifying Problems Part 2
October 10	Video Assignment #5 in Blackboard
October 11	Respond to at least two other students' posting
October 12	Video Assignment #6 in Blackboard
October 13	Response to at least two other students' posting
October 14	Facilitating Differentiation of Self
October 18	Chapter 9 Test
October 20	Chapter 10 Test
Module 10	
October 21	Acting as if
October 22	Addressing Locus of Control Engagement
October 23	Video Assignment #7 in Blackboard
October 24	Respond to at least two other students' posting
October 26	Chapter 11 Test
October 27	Genogram Test
Module 11	
October 29	Focus on the Individual in Relationship
October 30	Exploring Reactions Here Now
November 1	Chapter 12 Test
November 5	Essay and Analytic Autobiography Due
Module 12	
November 6	Enactment
November 7	Aiming at Palpable Outcomes
November 8	Video Assignment #8 in Blackboard
November 9	Respond to at least two other students' posting
November 10	Chapter 13 Test
Module 13	
November 12	Applying Internal Struggles to System
November 12	Clarifying Specific Issues
November 13	Continue to Clarify Specific Issues
November 13	Exploring Internal Struggles
November 14	Normalizing and Giving Support
November 14	Paradoxical Assignment
November 15	Video Assignment #9 in Blackboard
November 16	Respond to at least two other students' posting
November 17	Chapter 14 Test
Module 14	
November 20	Video Assignment #10 in Blackboard
November 21	Respond to at least two other students' posting
November 23	Chapter 15 Test
November 24	Chapter 16 Test
Module 15	
November 28	Chapter 17 Test
December 1	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,	The paper's topic had focus and clarity of	The paper's topic had effective focus and clarity of	The paper's topic had very effective focus and clarity of	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
		direction, and purpose	direction and purpose	direction and purpose	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	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						