Instructor: Nevine Sultan, PhD, NCC, LPC
Office: School of Education Annex (1202 Colquitt Street)
Work Phone: 713-525-3194
Office Hours: Mondays, 3:45 pm – 5:30 pm; Thursdays, 8:30 am – 9:00 am; and by appointment
E-mail: sultann@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Thursdays, 9:00 am - 11:45 am
Prerequisites: CMHC 5310

Course Description: This course introduces students to skills and practices to address relationship and family issues, including theories and models of marriage, partner, and family counseling and models of family development, structure, and dynamics. Students will be exposed to a number of clinical vignettes and case scenarios that demonstrate the application of the various theories within a couples and family counseling session. Students will also have multiple opportunities to engage in role-plays involving mock families and counselor-reflecting teams. Central to this course is students’ ongoing self-evaluation of their own family journey and its role in informing both their personal identity and their identity as professional counselors.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM (F)

3. HUMAN GROWTH AND DEVELOPMENT
   a. theories of individual and family development across the lifespan
   d. theories and etiology of addictions and addictive behaviors
   f. systemic and environmental factors that affect human development, functioning, and behavior

5. COUNSELING AND HELPING RELATIONSHIPS
   b. a systems approach to conceptualizing clients

6. GROUP COUNSELING AND GROUP WORK
   a. theoretical foundations of group counseling and group work
   b. dynamics associated with group process and development
SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

C. CLINICAL MENTAL HEALTH COUNSELING

3. PRACTICE
   a. theories of individual and family development across the lifespan
   b. techniques and interventions for prevention and treatment of a broad range of mental health issues
   d. theories and etiology of addictions and addictive behavior
   f. systemic and environmental factors that affect human development, functioning, and behavior

In addition to addressing the CACREP standards described above, this course is also designed to assist the student in her or his preparation for the National Counselor Examination (NCE) and licensure requirements for Licensed Professional Counselors (LPCs) in Texas (Socio-Cultural Family Issues).

This course also addresses the following Catholic social justice dimensions:

**The Principle of Respect for Human Life**: Every person has inherent dignity and a right to life consistent with that dignity.

**The Principle of Association**: The person is not only sacred but also social. By association with others, human persons achieve their fulfillment.

**The Principle of the Common Good**: We promote the social conditions that allow people to reach their full human potential and to realize their human dignity.

**Required Texts**:


**Required Articles/Readings Posted on Blackboard**:


**Recommended Texts**:


**Methods of Instruction and Conduct of the Course**: This course supports student mastery of material through lecture, discussion, case study, and experiential learning.
Course Assignments:

Journal Article/Book Chapter Reflections (15%):

You will write three reflections over the course of the semester, each worth 5% of your final grade. For each reflection, you will select one recent (2008 or later) article or book chapter from the marriage, couples, and family counseling peer-reviewed literature. After completing each reading, please write a two- to three-page review in which you cite and reference the article according to APA style, provide a brief summary of the article, critique the article, and describe how you envision implementing what you have learned from the reading in your future counseling practice.

Family Life Cycle Interview (30%):

You will interview various members of your family of origin, or of your current family, in order to explore the current life stage of that family. Please use the following stages as a general guide:

- A couple of any age with no children
- A family with young children (0 to 10 years of age)
- A family with pre-teens or teenagers
- A family launching children
- A family in later life

Please address the following questions in your interview:

- What are the biggest tasks/challenges your family is facing in this life cycle stage?
- What is different from/the same as how you imagined your life as a family, at this point?
- What do you anticipate for the next stage of your family life cycle?
- What goals have you set, as a family, for the next 5 years? For the next 10 years?

Write a ten- to twelve-page paper in which you address the following:

- Describe the general content of your interview
- Describe your experience of interviewing each family member
- Share how interacting with each family member allowed you to learn something about her/him as an individual, and about your family as a unit
- Describe what you learned about yourself
- Explain how you envision integrating some of your new knowledge into your future counseling practice

Cultural Genogram Presentation (20%):

You will create a cultural genogram of at least three generations of your family of origin, using Hardy & Laszloffy (1995) for direction. Please use colors and symbols to demonstrate the various cultural similarities and differences in your family. You will share the information in your genogram in a 15- to 20-minute individual class presentation. Select five of the questions on p. 232 of Hardy & Laszloffy (1995) to address during your presentation. Please prepare a handout for your audience. The purpose of this assignment is to challenge personal perspectives and examine your own family from an unfamiliar paradigm, enhancing awareness of and empathy for some of the dynamics that may emerge in couples and family counseling sessions.
**Family Role-Play & Reflecting Team Work/Case Studies (25%)**:  

You will participate in a family role-play and counselor-reflecting team activity that will last for the majority of the semester. The instructor will assign each student to a team of six. Each team will engage in an (almost) weekly couples/family counseling session role-play that involves a three-member family and a counselor-reflecting team. If you are the family receiving counseling one week, you will be the counselor-reflecting team the next. Each team will create a family situation to work with throughout the course of the term. Circumstances in the family situation may change based on the dynamics of the counseling role-play and counselor-reflecting team interaction. Once you have each assumed a family member role, you are required to remain in that role for the duration of the course. You will each have an opportunity to be both the counselor and a member of the reflecting team on the weeks in which you are assuming the role of counselor-reflecting team. The purpose of this activity is to provide you an opportunity for perspective-taking by assuming and articulating the following roles: (a) member of a dysfunctional family, (b) couples and family counselor, (c) co-therapist/member of a reflecting team.

Every third week, we will take a break from the role-play activity to do some case study exercises. This allows you to apply the theoretical concepts introduced in the course to develop family counseling approaches for family situations that are not related to your role-play exercise.

Your grade for this assignment is based on your active and respectful participation in this role-play/case study process.

**Participation (10%)**:  

Actively and respectfully participate in class discussions and activities, at a graduate student level. The richness of the class depends on the unique life experiences, career plans, and contributions you bring. This participation grade is for general participation in class lectures and discussion.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
</tr>
</thead>
</table>
| Journal Article/Book Chapter Reflections | • Three reflections of 5 points each (points allotted below are based on each reflection)  
• Selection of a recent (2008 or later) book chapter or article from the peer-reviewed literature (1 pt.)  
• Citation and reference of article using APA style (1 pt.)  
• Brief summary of the article (1 pt.), including critique  
• Thoughtful description of your vision to integrate your new knowledge in future practice (1 pt.)  
• Appropriate use of APA 2010 style in a two- to three-page reflection (1 pt.)  

*CACREP 2.F.5.b; 2.F.6.a & b.* | 15 |
| Family Life Cycle Interview | • Description of tasks/challenges (4 pts.)  
• Difference/similarity with your vision of family life, at this point, and anticipation of next stage developments (5 pts.)  
• Goals for next 5 years, and next 10 years (2 pts.)  
• General content of interview (5 pts.) | 30 |
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your experience of interviewing each member (2 pts.)</td>
<td>• What you learned about each individual, yourself, and family as a unit (4 pts.)</td>
<td></td>
</tr>
<tr>
<td>• Thoughtful description of your vision to integrate your new knowledge in future practice (3 pts.)</td>
<td>• Appropriate use of APA 2010 style in a ten- to twelve-page paper (5 pts.)</td>
<td></td>
</tr>
<tr>
<td>CACREP 2.F.3.a., d., &amp; f; 2.F.5.b.; 2.F.6.a &amp; b; 5.C.3.b.,d; 5.C.3.a., b., d., &amp; f.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Genogram Presentation</td>
<td>• 15- to 20-minute presentation (1 pt.) (One-point deduction for each minute over or under 15- to 20-minute time range)</td>
<td>20</td>
</tr>
<tr>
<td>• Inclusion of at least three generations of family of origin using Hardy &amp; Laszloffy (1995) for direction (3 pts.)</td>
<td>• Appropriate use of colors and symbols (5 pts.)</td>
<td></td>
</tr>
<tr>
<td>• Appropriate and thorough presentation of genogram including five questions from Hardy &amp; Laszloffy (1995) (10 pts.)</td>
<td>• Inclusion of a relevant handout (1 pt.)</td>
<td></td>
</tr>
<tr>
<td>Family Role-Play &amp; Reflecting Team Work/Case Studies</td>
<td>• Active and respectful participation as a member of a three-person family (10 pts.)</td>
<td>25</td>
</tr>
<tr>
<td>• Active and respectful participation as a member of a counselor-reflecting team (10 pts.)</td>
<td>• Active and respectful participation in case studies and clinical vignettes (5 pts.)</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>• Active and respectful participation, at a graduate student level, in class discussion and other activities (10 pts.)</td>
<td>10</td>
</tr>
<tr>
<td>CACREP 2. D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Final Grade Distribution:**

- Journal Article/Book Chapter Reflections: 15%
- Family Life Cycle Interview: 30%
- Cultural Genogram: 20%
- Family Role-Play & Reflecting Team Work/Case Studies: 25%
- Participation: 10%
Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>74% - 76%</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70% - 73%</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>60% - 66%</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>0% - 59%</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Formatting and Submission of Assignments:

All assignments required for this course are your personal and professional responsibility, and should reflect your highest effort and finest work. Correct spelling, proper grammar, and proper formatting are expected. Unless otherwise noted, all assignments should include a Title Page and should be formatted in 12-point standard font with 1-inch margins following APA Style. The page count required for each assignment does not include Title Page and References.

Unless otherwise indicated, please submit all assignments electronically on Blackboard in Word format. Please do not hand in assignments/documents in any other format or by any other means unless you have secured prior written approval from the instructor. Additionally, no assignments will be accepted through email or by hard copy unless specified by the instructor. All assignments should be submitted by the due date, by class meeting time.

Late Assignment Policy:

All assignments are due at the beginning of class on the date identified in the “Schedule of Class Sessions” section. Ten percent (10%) of your grade for the assignment will be deducted for handing in the assignment past the beginning of class on the due date. Twenty percent (20%) of your grade for the assignment will be deducted for each calendar day that an assignment is late. Exceptions to this policy will be made at the instructor’s discretion based on extenuating factors reported by the student, and are not guaranteed. Requests for extra time on an assignment should be made at least one week prior to the assignment due date or immediately after the due date in the case of a documented emergency that could not be anticipated. All extension requests must be made in writing and approved in writing.

Attendance Requirements:

This course covers crucial material that directly influences your future as a counselor. Class attendance and punctuality are necessary for you to gain maximum benefit. Students are expected to attend all classes. Please contact the instructor before an absence, or in case of an emergency, as soon after the absence as possible. Students are responsible for making up any missed work and for obtaining information presented in a missed class. You are permitted to miss one class during the semester. Each absence thereafter will result in a two-percent (2%) deduction from your final grade. Two percent will also be deducted for students who consistently arrive to class late or leave class early (by 5 or more
minutes). Two late arrivals or early departures will constitute one unexcused absence, i.e., a two-percent deduction.

**Student Responsibilities:**

1. Complete the assigned readings indicated on the “Schedule of Class Sessions” prior to each class meeting.
2. Complete and submit all assignments prior to class meeting by the deadline date.
3. Attend class regularly and participate actively, on a graduate student level, in all classroom activities (presentations, discussions, etc.). Your regular attendance and active participation in the class are critical to your own learning and to that of your peers, as well as to the overall success of the course.
4. Bring course textbooks and other required readings to each class meeting.
5. Check university email regularly for information and updates, etc. University email will be the instructor’s primary mode of communication with all students.
6. Communicate effectively and respectfully with instructor and with peers.

**An Invitation:**

This course is guided by the assumptions of dignity and respect for all persons in the classroom. Empathy, active listening, open exploration, respectful dialogue, and multicultural competence are counseling skills that can be included in all courses. Please schedule an appointment to speak with the instructor about any concerns related to learning styles and/or abilities, or any other issues that may impact your success in this course.

**Academic Integrity and Standards of Conduct:**

**Academic Integrity**  
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

**Blackboard**  
Course materials are placed on UST’s content management system, Blackboard.

**Recording Class Lectures**  
**With the instructor’s permission,** students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).
Weather-Related Cancellations or Changes to Schedule
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

Learning Disabilities or Differences
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

Writing Center
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

Communication Devices
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

Incomplete Grades
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

Withdrawal from Course
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

Course Evaluation at the End of the Semester
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.
### IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)

**CMHC 6310 Counseling Couples & Families**

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>X</td>
<td></td>
<td>Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theories)</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>X</td>
<td></td>
<td>Learning to <em>apply</em> course material (to improve thinking, problem solving, and decisions)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>X</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>X</td>
<td></td>
<td>Acquiring skills in working with others as a member of a team</td>
</tr>
<tr>
<td>6</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing creative capacities</td>
</tr>
<tr>
<td>7</td>
<td>X</td>
<td></td>
<td></td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
</tr>
<tr>
<td>8</td>
<td>X</td>
<td></td>
<td></td>
<td>Developing skill in expressing oneself orally or in writing</td>
</tr>
<tr>
<td>9</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning how to find and use resources to explore a topic in depth</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>X</td>
<td>Developing ethical reasoning and/or ethical decision making</td>
</tr>
<tr>
<td>11</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning to <em>analyze</em> and <em>critically evaluate</em> ideas, arguments, and points of view</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
</tr>
<tr>
<td>13</td>
<td>X</td>
<td></td>
<td></td>
<td>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</td>
</tr>
</tbody>
</table>
### Schedule of Class Sessions (subject to change):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Content</th>
<th>Required Reading (complete prior to class meeting)</th>
<th>Assignment (due by class time)</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| 1    | 1/19  | • Welcome, introductions, course overview  
• Syllabus review  
• Questions re: assignments & expectations  
• How would you define the role of a couples and family counselor?  
• What are reflecting teams? What is their purpose?  
• Discussion & team assign | • Syllabus (in class)  
• “Using Reflecting Role-Plays in Reflecting Teams” article (Brown, 2013) (in class)  
• Reflecting Team Instructions (in class) | | 2.F.5.b; 5.C.3.b. |
| 2    | 1/26  | • Adopting a family relationship framework  
• Family development: Continuity and change  
• Discussion  
• Genogram presentation assign | • Ch. 1 & 2 (GSG) | | 2.F.3. a., d., & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 3    | 2/2   | • Diversity in family functioning  
• Systems theory and systemic thinking  
• Discussion  
• Role-play prep (in your teams) | • Ch. 3 & 4 (GSG) | | 2.F.3. a., d., & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 4    | 2/9   | • Origins and growth of family therapy  
• Professional issues and ethical practices  
• Role-play activity (freeform)  
• Discussion | • Ch. 5 & 6 (GSG) | REFLECTION 1 DUE | 2.F.3. a., d., & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 5    | 2/16  | • Psychodynamic models  
• Transgenerational models  
• Genograms  
• Role-play activity  
• Discussion | • Ch. 7 & 8 (GSG)  
| 6    | 2/23  | • Experiential models  
• The structural model  
• Case study/Clinical vignette  
• Discussion | • Ch. 9 & 10 (GSG) | | 2.F.3. a., d., & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Content</th>
<th>Required Reading (complete prior to class meeting)</th>
<th>Assignment (due by class time)</th>
<th>Competencies</th>
</tr>
</thead>
</table>
| 7    | 3/2   | • Strategic models  
• Behavioral and cognitive-behavioral models  
• Role-play activity  
• Discussion | • Ch. 11 & 12 (GSG)                         | REFLECTION 2 DUE                                    | 2.F.3. a., d., & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 8    | 3/9   | • Social construction models  
• Solution-focused therapy  
• Collaborative therapy  
• Narrative therapy  
• Role-play activity  
• Discussion | • Ch. 13 & 14 (GSG)                        |                                                        | 2.F.3. a., d., & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 9    | 3/16  | SPRING BREAK – NO CLASS!                                                        |                                                   |                                                        |                                                                            |
| 10   | 3/23  | • Population-based family treatments  
• Evidence-based family therapy  
• Role-play activity  
• Discussion | • Ch. 15 & 16 (GSG)                         | REFLECTION 3 DUE                                    | 2.F.3. a. & f.; 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 11   | 3/30  | • Comparative view of family theories and therapies  
• Role-play activity  
• Discussion | • Ch. 17 (GSG)                                 |                                                        | 2.F.6 a. & b.; 5.C.3.a., b., & f. |
| 12   | 4/6   | • Processing the semester-long role-play activity  
• Case study/Clinical vignette  
• Self-care activity (if time) |                                                   |                                                        | 5.C.3.a. & b.                                                                 |
| 13   | 4/13  | EASTER BREAK – NO CLASS!                                                        |                                                   | FAMIL Y LIFE CYCLE INTERVIEW PAPER DUE                  |                                                                            |
| 14   | 4/20  | • Cultural Genogram presentations 1 - 6  
• Discussion |                                                   | CULTURAL GENOGRAM PRESENTATIONS 1 – 6              | 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 15   | 4/27  | • Cultural Genogram presentations 7 - 12  
• Discussion |                                                   | CULTURAL GENOGRAM PRESENTATIONS 7 – 12           | 2.F.5.b; 2.F.6 a. & b.; 5.C.3.a., b., d., & f. |
| 16   | 5/4   | • Processing the course experience  
• Self-care activity |                                                   |                                                        | 5.C.3.a. & b.                                                                 |
This is the instructor’s best estimate, prior to the beginning of the course, of how the course will proceed. The instructor reserves the right to amend the schedule during the term, as needed.

Key:
GSG: Goldenberg, Stanton, & Goldenberg textbook
BB: On Blackboard