



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS

Department of Rehabilitation

Course Syllabus RECN 714: Marriage and Family Counseling

General Information

Program	:	Master of Science in Rehabilitation Counseling
Academic Term	:	
Course Codification	:	RECN 714
Course Title	:	Marriage and family counseling
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	
Class Time	:	
Class Location	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

Course Description

This course is designed as an **introduction to marriage and family counseling**. As such, students who successfully complete the course should be well versed in **the basics** of both the founding and contemporary theories of the discipline. Further, students will be exposed to several clinical vignettes and case scenarios that demonstrate the application of the theories in a family therapy session. Through class assignments and discussions, students will be able to make a more informed decision as to whether family therapy is a field that holds potential for them in their own professional pursuits. Systems theory guides the majority of what will be discussed in class. Students deficient in this perspective will be responsible for completing appropriate readings to familiarize themselves with these concepts.

Students successfully completing the course **will not be prepared to practice Marriage and Family Therapy**. Additionally, students may derive some personal or family insights from the content of this class, but the course **is not intended to be a personal therapeutic experience**. Family Therapist are exposed to a wide variety of human behaviors and interactions; therefore, it is possible that vignettes of families in emotional and interpersonal turmoil will be depicted either in readings, video media, or lecture content.

If these things make you uncomfortable, this field is probably not for you. It is never the instructor's intention to offend or shock the students, but experience has shown that for various

reasons (typically the student’s own life experiences) some students can be offended or experience discomfort during discussions of abuse or other forms of emotional or physical trauma.

Add/Drop

Process	Last day
Add/drop period ends	
Withdrawal period ends	

See Academic Calendar Spring [2022](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

KPI9: Graduates

Course Objectives	CACREP Standard	Assessment
1. Describe the role of family, social networks, and community in the provision of services for and treatment of people with disabilities.	5D-2o	
2. Understand the history and development of marriage, couple, and family counseling.	5F-1a	
3. Describe theories and models of family systems and dynamics.	5F-1b	
1. Describe theories and models of marriage, couple, and family counselling.	5F-1c	
2. Recognize the sociology of the family, family phenomenology, and family of origin theories.	5F-1d	
3. Apply principles and models of assessment and case conceptualization from a systems perspective.	5F-1e	
4. Mention assessments methods relevant to marriage, couple, and family counseling.	5F-1f	
5. Explain professional rehabilitation counseling scope of practice, roles, and settings.	5H-2a	

Course Objectives	CACREP Standard	Assessment
6. Develop awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations,	5H-2i	
7. Design advocacy strategies on behalf of individuals with disabilities and the profession as related to disability and disability legislation.	5H-2n	

Resources

Required textbook	Gehart, D. (2018). <i>Mastering competencies in family therapy: A practical approach to theory and clinical case documentation</i> (3rd ed.). Cengage.
Complimentary texts	<p>Capuzzi, D., & Stauffer, M. (Eds.). (2015). <i>Foundations of couples, marriage and family counseling</i>. Willey.</p> <p>Demaria, R., Weeks, G., & Twist M. (2017). <i>Focused genograms: Intergenerational assessment of individuals, couples, and families</i> (2nd ed.). Routledge.</p> <p>McGoldrick, M., Gerson, R., & Petry, S. (2020). <i>Genograms: Assessment and treatment</i> (4th ed.). W.W. Norton & Company.</p> <p>Lebow, J., Chambers, A., & Breunlin, D. (Eds.). (2019). <i>Encyclopedia of couple and family therapy</i>. Springer.</p> <p>Williams, L., Edwards, T., Pattersons, J., & Chamow, L. (2014). <i>Essential assessment skills for couple and family therapists</i>. The Guilford Press.</p>
Recommended References and Resources	American Association for Marriage and Family Therapy https://www.aamft.org/About_AAMFT/About_Marriage_and_Family_Therapists.aspx

Evaluation strategies

1. Family of origin case study (50 points)

Students will identify a relational issue in their personal life and will develop a 5-7 paragraph vignette, revealing only information that they are comfortable revealing. The case must be relational but may be individual, couple or family depending on theory of choice. Note: you may revise history as needed to feel comfortable writing this assignment. If necessary, include more fiction than fact. I recommend you

choose issues that you feel you have successfully dealt with and avoid issues that are still painful for you.

2. **Case conceptualization (100 points)**

Assess your vignette using the Case Conceptualization form from Chapter 11 of *Mastering Competencies in Family Therapy*; this will be scored using the rubric in the textbook.

<https://www.bing.com/videos/search?q=gerhart+case+conceptualization+youtu+be+part+1&&view=detail&mid=8AC34B75179C0C3552BE8AC34B75179C0C3552BE&FORM=VRDGAR>

<https://www.bing.com/videos/search?q=gerhart+case+conceptualization+youtu+be+part+2&view=detail&mid=FEE6645D1D37E78EF42DFEE6645D1D37E78EF42D&FORM=VIRE>

3. **Treatment plan (50 points)**

Using your Vignette develop a treatment plan using the Treatment Plan form Chapter 13 of *Mastering Competencies in Family Therapy*; the rubric in the textbook will be used to score the assignment. Each treatment plan should be designed using a *single theory*, e.g., Solution-Focused, Structural, Systemic, etc.

Evidence-Base: Students should provide a summary paragraph about the evidence-base for the proposed treatment plan; students may use the Sprenkle (2002) text for this section.

One Last Hint: Make sure you choose a theory that is a good fit for treating the presenting problem you choose. You will find certain problems lend themselves to certain theories.

Approximate time to complete: 30-40 hours depending on understanding of material and writing ability.

Grading: The rubrics in the textbook will be used to grade this assignment.

4. **Genogram (50 points)**

Construct a four-generational genogram of your own family. The four-generation genogram of your family of origin should illustrate a family difficulty. Make it as complete as possible. Describe your family's genogram and discuss what you have learned about yourself and your own family from doing the genogram. Discuss some of the intergenerational and attachment patterns you see. What are some family strengths and resources, and some potential problematic interactional patterns, based on your genogram?

Discuss your own ethnicity and cultural background. Explore your own position and role in your family of origin and the key issues that you have identified. Analyze your own family using one or more of the major schools of family therapy. Discuss the impact of the above issues on your development as a therapist. Be sure to use universal codes to complete your genogram. This can be done by visiting **the website Genogram Maker (genogram.org) to create your genogram. (Recommended not mandatory).**

5. Genogram interpretative summary (50 points)

As a therapist complete an Interpretive Summary of your Genogram. The interenterprise summary should include the following: SNAP- Strengths Needs, Abilities and Preferences of the family. perception of illness, family dysfunction.

The Interpretive summary is link between the assessment phase and service planning. The document determines whether the family's function can improve and it examines how the family's strengths, resources, abilities and resources can be engaged to improve function.

6. Midterm exam (100 points)

The exam consists of multiple-choice exercises, matching, fill in blank, or discussion questions based on the topics discussed until the week before the exam date. The student may use only printed annotations (excludes textbook).

7. Final exam (100 points)

Final will be inclusive of all material covered in the course.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the expectations
F	0-299	below 60	

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** Thirty

(30) points (30%) will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES

Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract.
<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>
- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).

- J. **Academic Honesty:** Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 1	<ul style="list-style-type: none"> € Welcome to RECN 714 € Review Course Syllabus € Theoretical foundations of family therapy 	Chapters 1, 2 and 3	<p>Syllabus Acknowledgement</p> <p>Discussion Board #1: Getting to Know You</p>	
Week 2	<ul style="list-style-type: none"> € Case conceptualization 	Chapters 11	<p>Complete assignment(s) in Module 2</p> <p>Due date: 11/13/2021</p>	
Week 3	<ul style="list-style-type: none"> ● Systemic and strategic therapies 	Chapter 4	<p>Complete assignment(s) in Module 3</p> <p>Due date: 9/3/2021</p>	
Week 4	<ul style="list-style-type: none"> ● Structural family therapy 	Chapter 5	<p>Complete assignment(s) in Module 4</p> <p>Due date: 9/18/2021</p> <p>Family of origin case study</p> <p>Due date: 9/18/2021</p>	
Week 5	<ul style="list-style-type: none"> ● Experiential family therapies 	Chapter 6	<p>Complete assignment(s) in Module 5</p> <p>Due date: 9/25/2021</p>	
Week 6	<ul style="list-style-type: none"> ● Intergenerational and psychoanalytic family therapies 	Chapter 7	<p>Complete assignment(s) in Module 6</p> <p>Due date: 10/2/2021</p> <p>Case conceptualization</p> <p>Due date: 10/2/2021</p>	

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 7	<ul style="list-style-type: none"> Genograms 			
Week 8	<ul style="list-style-type: none"> Cognitive-behavioral and mindfulness-based couple and family therapies 	Chapter 8	Complete assignment(s) in Module 7 Due date: 10/9/2021 Genogram and Interpretative genogram summary Due date: 10/9/2021	
Week 9	<ul style="list-style-type: none"> Solution-based therapies 	Chapter 9	Complete assignment(s) in Module 8 Due date: 10/16/2021 Midterm Exam Due date: 10/15/2021	
Week 10	<ul style="list-style-type: none"> Narrative and collaborative therapies 	Chapter 10	Complete assignment(s) in Module 9 Due date: 10/23/2021	
Week 11	<ul style="list-style-type: none"> Clinical assessment 	Chapter 12	Complete assignment(s) in Module 10 Due date: 10/30/2021	
Week 12	<ul style="list-style-type: none"> Treatment planning 	Chapter 13	Complete assignment(s) in Module 11 Due date: 11/6/2021	

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 13	<ul style="list-style-type: none"> Evaluating progress in therapy 		Complete assignment(s) in Module 12 Due date: 11/20/2021 Treatment plan Due date: 11/20/2021	
Week 14	<ul style="list-style-type: none"> Document it: Progress notes 		Complete assignment(s) in Module 13 Due date: 11/27/2021	
Week 15	<ul style="list-style-type: none"> 			
Week 16	<ul style="list-style-type: none"> 			

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.

Topics for Independent Study

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 2	€	€		
Week 6	•	•		
Week 8	•	•		

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 9	●	●		