

**Troy University**  
**College of Education Counseling Programs**  
**Pensacola Site**  
**Term 2**  
**Weekend**  
**A**  
**October 20-22**  
**November 9-12**

**Fridays 5-10**  
**Saturdays 9-5**  
**Sundays 9-3**

**Course Number:** CP 6656  
**Course Title:** Marriage, Family, and Sex Therapy Counseling  
**Semester Hours:** 3  
**Pre-requisites:** None

**Faculty Name:** Dr. Sharon Thompson  
**Faculty Contact Info:** e-mail [srthompson@troy.edu](mailto:srthompson@troy.edu)  
**Phone:** 850-450-5769

**INSTRUCTOR EDUCATION**

PhD, Educational Psychology, University of Alabama  
MAMFC, Marital and Family Counseling, Southwestern Baptist Theological Seminary  
BS, Belmont University, Psychology  
Nationally Board Certified Counselor  
LMHC, Florida  
LPC, MS  
Licensed School Psychologist. MS and GA

**Office Hours: Wednesday and Thursday, 12-5**

**Approved Delivery Models**

This course is approved for face-to-face delivery.

**Catalog Course Description**

The course is designed to provide the student with a conceptual framework for dealing with marriage and family problems. Students will be equipped with the skills necessary for working with all members of the family.

**Goals and Objectives**

*The Counseling Programs are designed to provide quality academic programs that emphasize meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision makers. In addition, this course provides the opportunities for students to demonstrate knowledge of the following objectives:*

## **Course Objectives**

1. Know the history, philosophy, and trends in marriage, couple, family counseling, and sex therapy;
2. Understand the ethical and legal considerations specifically related to the practice of marriage, couple, family counseling, and sex therapy;
3. Know the roles and functions of marriage, couple, and family counselors, and sex therapists in a variety of practice settings and in relation to other helping professionals;
4. Know the professional organizations, preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling, and sex therapy;
5. Understand professional issues relevant to the practice of marriage, couple, and family counseling, including recognition, reimbursement, and right to practice;
6. Demonstrate a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
7. Understand theories and models of couple and family resilience;
8. Understand family development and the life cycle, sociology of the family, family phenomenology, contemporary families, healthy family functioning, family structures, family of origin and intergenerational influences, families and culture, aging and family issues, family violence, and related family concerns;
9. Understand the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households;
10. Understand how living in a multicultural society affects couples and families, including family of origin and intergenerational influences;
11. Understands the effect of local, state, and national policies, programs, and services on diverse family systems;
12. Understand the impact of addiction, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning and the indicated interventions;
13. Recognize the importance of family in the treatment of mental and emotional disorders;
14. Understand human sexuality (e.g., gender, sexual functioning, sexual orientation) and its impact on family and couple functioning;
15. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems (e.g., families in transition, dual-career couples, blended families, same-sex couples);
16. Understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective in working with diverse family systems;
17. Demonstrate culturally responsive couple, family, and systems modalities for initiating, maintaining, and terminating counseling and advocating for diverse populations, including multicultural competencies;
18. Understand the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and that of the client(s);

19. Know principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments;
20. Understand marriage, couple, and family assessment tools and techniques appropriate to clients' needs in a multicultural society;
21. Understand how to critically evaluate research relevant to the practice of marriage, couple, and family counseling;
22. Know models of program evaluation relevant for the practice of marriage, couple, and family counseling;
23. Know evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling.

1.  
Legend CACREP Clinical Mental Health Standards (CMHC)

### **COURSE REQUIREMENTS**

The focus of this class is both on theory and experiential learning :1-Lectures, active class and small group discussion; 2-Student group panel discussions; 3-Students activities; 3-Videos and Website Assignments; 4-Analysis of Text; 5- Participation.

Because we learn from each other, interactive discussion is encouraged during class. The instructor's role will be that of mentor and learning facilitator. This stance will be encouraged and modeled in class. Please be prepared to engage in discussion with your classmates about their experiences and provide feedback and support accordingly.

The expectation for this class should be that work outside the class in the group is mandatory in order to complete the research project. Each group will meet periodically to discuss the progress of the project and individual participation in the project of each student

**-Participation is essential to this course** (The factors used to assess your grade include participation in all discussions and staying current with assigned readings. **15 minutes late arrival** will count as an **absence**. **Leaving** the class **early** will count as an **absence**. Make sure you arrive on time and stay till the end of class period. **ALL CELLULAR PHONES MUST BE TURNED ON VIBRATE DURING CLASS PERIOD.** **No text messaging is allowed during class time.**

1. **Write a 5-10 page paper or develop a creative project (video, art project, music, etc.) discussing your family of origin. Include rules, metarules, roles, subsystems, boundaries, and whether your family's system was open or closed. Due October 21 (1:00 PM) (See Goldenberg Text chapters 3 and 4) Be prepared to discuss this.**
2. **Create a critical event genogram for your family of origin. (See color figure 6 in McGoldrick text). \*\*\*We will learn how to do these in class, do not stress!~ Due November 9, 5:00 PM**

**3. Develop a group presentation on an assigned topic.** Each individual in the group should develop a separate handout on their portion of the presentation, and should have equal time. Presentations should include PowerPoint, video, and interactive/creative teaching methods.

**Any individual who simply lectures or reads their PowerPoint will not receive a grade higher than a B, regardless of content.**

Topics:

1. Family Play Genograms and Computerized Genograms
2. Counseling Blended Families (premarital, postmarital, divorcing, grandparents, children, adult children)
3. Narrative Therapy with Families: Helping Families Tell their Story
4. Helping couples with sexual issues such as : sexual expectations and satisfaction, infidelity, forgiveness, and trust, sexual addictions, gender identity issues and raising sexually healthy kids.
5. Counseling Families in Trauma (Death, PTSD, chronic illness, Miscarriage, Bankruptcy, etc)

**Texts:**

Goldenberg, H. & Goldenberg, I. (2007). Family therapy: An overview (Current Edition). Engage Learning.

McGoldrick, M., Gerson, R., & Shellenberger, S. (1999) *Genograms: Assessment and Interventions*. Norton.

**Content:**

**Weekend 1:**

**Friday:**

**Syllabus overview**

**Introduction**

**Rules, Roles, and Boundaries (Chapters 1-5)**

**Saturday**

**FOO Presentations**

**(chapters 6-14)**

**Selected techniques and strategies from:**

**Structural Theory**

**Transgenerational Models**

**Experiential Models**

**Strategic Models**

**Milan**

**Solution-Focused Family Therapy**

**Genograms (How To)**

**Sunday**  
**Group Project Research**

**Weekend 2:**  
**Friday:**  
**Premarital/Marital Enrichment Models**  
**Group Presentations**

**Saturday:**  
**Group Presentations**

**Sunday:**  
**Group Presentations**

### **Methods of Instruction**

Methods of instructions may include, but not limited to: lectures, discussion, field trips, videos, guest speakers, modeling, and computerized/internet instructions. Methods will vary depending on the instructor.

### **Evaluation**

To pass the course, students must demonstrate knowledge and ability as specified by course objectives, assignments, assessments and activities.

## **ATTENDANCE POLICY**

Students are expected to attend all classes for the duration of each class meeting.

## **METHOD OF EVALUATION**

**Class participation 10%**  
**Paper/Creative Project 30%**  
**Genogram 30%**  
**Group Project 40%**

## **ASSIGNMENT OF GRADES**

Grades will be based on the requirements listed on the following page. An incomplete grade **will not** be automatically assigned, but must be requested by the student by submitting the proper request for an incomplete form to the professor.

Failure to clear the incomplete within the specified time period will result in the automatic assignment of a grade of "F" for the course.

**ALL WORK MUST BE ORIGINAL FOR THIS CLASS.**

**DO NOT READ THE TEXTBOOK DURING CLASS**

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the **Attendance** section of this syllabus for additional information

**Additional Services**

AMERICANS WITH DISABILITIES ACT (ADA): Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the link for Troy University's Office of Human Resources at <http://www.troy.edu/humanresources/index.html>.

**Absence policy**

In registering for classes at the university students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

In cases of inclement weather or other emergency conditions, the Office of Executive Vice Chancellor and Provost will announce cancellation of classes through the local and regional media as well as through the University's web site.

**Academic Misconduct**

*Students should refer to the Standards of Conduct section of the Oracle, the student handbook for policies regarding misconduct.*

**Incomplete Work Policy:** University policy states that an incomplete may be reported for students whose progress in a course has been satisfactory (e.g., the student is passing the course), but who are unable to receive a final grade because of circumstances beyond their control. An incomplete must be cleared by the next term of enrollment, or one calendar year, whichever comes first. An incomplete which is not removed during the specified time limit of one calendar year or by the end of the next term of enrollment, automatically becomes an F.

## **Plagiarism Policy**

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

### **CELL PHONES AND OTHER ELECTRONIC DEVICES USED IN THE INSTRUCTIONAL ENVIRONMENT**

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the *Oracle*).

In order to receive emergency messages from the University or family members, the call receipt indicator of devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

### **A PERSONAL NOTE:**

It is my honor to be a part of your academic journey. I will do everything I can to help you to be successful and to meet your goals. Please to do not hesitate to call me with any questions or concerns.