COUN 6361.01 Syllabus

Introduction to Marriage and Family Therapy

<table>
<thead>
<tr>
<th>Term:</th>
<th>2017 Sum I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Times:</td>
<td>Mon and Wed 5:00 – 10:15 pm</td>
</tr>
<tr>
<td>Class Location:</td>
<td>Sabal Hall 2.106</td>
</tr>
<tr>
<td>Instructor Name:</td>
<td>Selma Yznaga, PhD</td>
</tr>
<tr>
<td>Telephone Number:</td>
<td>956-882-7855</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:selma.yznaga@utrgv.edu">selma.yznaga@utrgv.edu</a></td>
</tr>
<tr>
<td>Office Location:</td>
<td>Main 2.200Q</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment*</td>
</tr>
</tbody>
</table>

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Textbook and/or Resource Material

Required Text:

Recommended Text:

Course Description and Prerequisites

Course Catalog Description
This course introduces students to the study of individual and family development, family dynamics, interpersonal relationships and marriage and family systems. The course will include selected theories, methods and techniques of marriage and family therapy with particular emphasis on multicultural, legal and ethical issues in the practice of marriage and family counseling. Prerequisites COUN 6310, 6313, 6327.

Instructor's Description
This course is designed to provide an overview of marriage and family counseling theory and practice, and to teach each student methods and skills that can be applied in an agency, school, or private practice setting. Students will learn through 1) self-directed reading; 2) didactic presentations; 3) quizzes designed to test their knowledge and skills, and in-class 3) experiential modalities. Current and historical perspectives regarding marriage and family counseling theory and practice will be discussed, with an emphasis on systemic approaches.

Rationale
This course is designed to serve students in the school counseling program and clinical mental health counseling program. It is a required course for the counseling program.

Course Topics
Course topics include an overview of major theoretical models, history of the field, key concepts, family counseling process, family structure and functions of marriage, couple, and family counseling, as well as professional, legal, ethical, and diversity issues.
Student Learning Objectives

Upon completion of this course, students will

1. gain a theoretical understanding of family counseling practice and major approaches to family and couple therapy, understand how these have emerged historically, and detect major theoretical and practice differences;
2. apply concepts of diversity including cultural, ethnic, minority, gender, racial and sexual preference perspectives to family counseling;
3. understand the developmental phases of family life and how these predict certain stressors and opportunities for change; and
4. show understanding of the impact of one’s own family-of-origin life experiences.

Alignment of Program Learning Objectives to National and State Standards

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gain a theoretical understanding of family counseling practice and major</td>
<td>SLO 5</td>
<td>TAC CH 239 b.2</td>
<td>F5b</td>
</tr>
<tr>
<td>approaches to family and couple therapy, understand how these have emerged</td>
<td></td>
<td>TAC CH 239 b.6</td>
<td></td>
</tr>
<tr>
<td>historically, and detect major theoretical and practice differences.</td>
<td></td>
<td>TAC CH 239 f.3</td>
<td></td>
</tr>
<tr>
<td>2. Apply concepts of diversity including cultural, ethnic, minority, gender,</td>
<td>SLO 5</td>
<td>TAC CH 239 e.1</td>
<td>F5d</td>
</tr>
<tr>
<td>racial and sexual preference perspectives to family counseling.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand the developmental phases of family life and how these predict</td>
<td>SLO 5</td>
<td>TAC CH 239 c.4</td>
<td>F5h</td>
</tr>
<tr>
<td>certain stressors and opportunities for change.</td>
<td></td>
<td>TAC CH 239 d.5</td>
<td></td>
</tr>
<tr>
<td>4. Show understanding of the impact of one’s own family-of-origin life</td>
<td>SLO 5</td>
<td>TAC CH 239 g.1</td>
<td>F5f</td>
</tr>
<tr>
<td>experiences.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend: SLO 5: Helping Relationships. CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling

Major Requirements, Demonstration of Mastery and Evaluation

1. Simulated Intervention/Therapy Experience

   Students will select a movie depicting family conflict to demonstrate how a counselor might intervene with the family using a selected marriage and family therapy theory. Each student will present a case study aligned with the theory, and a role-played intervention based on the film characters.

   A. Case Study

      1) Assessment with Identification of one of the following issues:

         i. Substance Abuse/Addiction
         ii. Grief and Loss
         iii. Divorce/Remarriage/Blended Family
         iv. Domestic violence/abuse
         v. Homosexuality in the family

      2) Treatment Plan

         i. Identification of theoretical orientation
         ii. 3 Goals of therapy
         iii. 3-5 Interventions

   B. Presentation/Role Play

      1) Introduction of Family and Presenting Problem. Film clips or a PowerPoint with still photos from the film may be used to set up the family dynamic. Include a synopsis of the assessment.
      2) Provide the treatment plan in a handout or PowerPoint.
      3) Role play one of the selected interventions with the principal student playing the role of counselor and peer students playing roles of family members.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
2. **Personal Family Genogram**  
Students will complete a three-generation genogram with a written reflection that includes the following elements:  
A. Graphic representation using McGoldrick’s (2011) symbols and relationship patterns  
B. Overview of family life cycle  
C. Ethnic influences  
D. Celebrations and rituals  
E. Rules  
F. Values  
G. Philosophy of life  
Each of the above sections should appear as different headers in the reflection paper, using appropriate sub-headers as needed (APA style). Students should use language consistent with what has been learned this semester throughout the paper.  
*(Note: If this assignment poses a special problem for you and you wish to use a substitute family, please see me ASAP.)*

3. **Quizzes**  
The quizzes are designed to assess knowledge and understanding from the assigned readings. The weekly quizzes will be over the assigned chapter readings from the textbook, supplemental readings, and material handed out in class. Quiz format may include short essay, short answer, multiple choice, true/false, and/or fill in the blank. The quizzes will not be cumulative and will be administered via Blackboard. Quizzes are due by 5:00 pm of the next class meeting. Please ensure ample time to troubleshoot any technical problems with the quizzes (see Technical Assistance above for contact numbers). **There will be no make-up quizzes given.** One quiz grade will be dropped at the end of the semester.

4. **Midterm and Final Exam**  
The midterm exam will cover material to that point in the semester. The final exam is not cumulative and will cover material presented after the midterm. Exam format may include short essay, short answer, multiple choice, true/false, and/or fill in the blank. Exams will be administered via Blackboard. Please ensure ample time to troubleshoot any technical problems with the exams (see Technical Assistance above for contact numbers).

5. **Active Participation**  
Students are expected to attend, participate, and engage in all classes, including activities presented on Blackboard, inasmuch as possible. This requirement includes, but is not limited to, participating in in-class assignments, role plays, group discussions, peer observations, and group exercises. **This course may include material that is emotionally uncomfortable. Students have the right to decline to participate at any time.**  
Class preparation, timely submission of assignments, active participation in course activities, demonstration of professional decorum, and support of peers are integral to professional development and will be reflected in this Active Participation grade.

6. **Seminar and Reading List Reflections**  
Students in the Counseling master’s program are required to attend a faculty seminar each semester and write a 1-2 page reflection paper on how they might incorporate their learning into their personal or professional future. Faculty seminars are announced each semester with multiple offerings to accommodate student schedules.  
All students in the program are also required to read one book from the department reading list (see below) and write a 1-2 page reflection paper.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
EVALUATION & GRADING

Means of Assessment—Grades will be determined according to the student’s performance on the requirements for this course. The grade earned will be based on the following weight distribution with a possible total of 100%.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>CACREP Outcomes Assessed</th>
<th>TEA Standards Assessed</th>
<th>Percentage of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simulated Intervention/Therapy Experience</td>
<td>F5b, F5d, F5h</td>
<td>TAC CH 239 e.1</td>
<td>25%</td>
</tr>
<tr>
<td>2. Personal Family Genogram</td>
<td>F5f</td>
<td>TAC CH 239 g.1</td>
<td>25%</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>F5b, F5d, F5h</td>
<td>TAC CH 239 b.2</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAC CH 239 b.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAC CH 239 f.3</td>
<td></td>
</tr>
<tr>
<td>4. Midterm and Final Exam</td>
<td>F5b, F5d, F5h</td>
<td>TAC CH 239 b.2</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAC CH 239 b.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TAC CH 239 f.3</td>
<td></td>
</tr>
<tr>
<td>5. Active Participation</td>
<td>F5b, F5d, F5h</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>6. Seminar and Reading List Reflections</td>
<td></td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Legend: CACREP Standard: F=Common Core; SC=School Counseling; CMH=Clinical Mental Health Counseling

Each of these sections can be converted into points by averaging the grades received per section and multiplying that average by the assigned percentage. Then, add all points to determine final grade; for example, if the grades received are 90, 85, 80, and 95 on pop quizzes, the average of these four grades would be an 88. Multiply 88 by .40, which results in 35.2 points out of a possible 40. Do the same for all sections.

UTRGV GRADING SCALE

The grade for this course will be determined by the successful completion of the course requirements and the above criteria. UTRGV uses straight letter grades (A, B, C, F).

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Please Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100%-90%</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>89%-80%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>79%-70%</td>
<td>Any course in the Counseling Program for which a grade of C is earned must be repeated.</td>
</tr>
<tr>
<td>D</td>
<td>69%-60%</td>
<td>The UTRGV Graduate College does not permit the grade of “D.”</td>
</tr>
<tr>
<td>F</td>
<td>69%-0%</td>
<td>A grade of “F” results in automatic expulsion from the University as per UTRGV Graduate College.</td>
</tr>
</tbody>
</table>

Course Technology

Tools
- E-mail
- Blackboard/WebCT

System Requirements
- Internet Browser
  - Mozilla’s Firefox (latest version; Macintosh or Windows)
  - Microsoft Explorer
  - Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
• Microsoft Office UTRGV Software link

**Technical Knowledge Requirements**

- Students are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
- Ability to use different presentation tools (e.g., Animoto, Historypin, Prezi, etc.)

**Technical Assistance**

If technical assistance is needed at any time during the course or to report a problem with Blackboard students can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
</tr>
<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
</tr>
</tbody>
</table>

**COURSE POLICIES**

**Attendance Policy and Class Participation**

Students are expected to attend, participate and engage in all classes. This includes, but is not limited to, participating in class activities, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

One absence is allowed in this class. Each absence thereafter, for whatever reason, will result in five points off of the final grade. Students should ensure that child care, back-up childcare, a reliable car and back-up carpool system, and plan for work-related absences, e.g., faculty meetings or Open House are identified prior to the course. Absences should be reported via e-mail to the instructor. Attendance is managed via sign-in sheet. It is the student’s responsibility to sign in for each class. Failure to sign in before the instructor leaves class will be considered an absence.

Class begins at 5:00 pm and ends at 10:15 pm. Students not in attendance during these times without prior notification to the instructor will be considered absent. It is the student’s responsibility to inquire about class notes, handouts, and/or exercises.

Tech Breaks: Two 15 minute breaks are scheduled during each class meetings for students to attend to personal matters, including going to the restroom, buying snacks, and checking texts/social media. Students who refrain from using their cell phones during class can expect higher grades for Active Participation.

**Make-up Policy**

All assignments are expected to be complete and submitted on time in accordance with the due dates. Late papers/projects will not receive full credit. All late assignments will result in point deductions: 1 day late = -10 points, 2 days late = -20 points, 3+ days late = will not be accepted. However, some assignments will not be accepted late, regardless of an excused/unexcused absence. An assignment is considered late if it is not turned in on the due date prior to class.

No make-up quizzes, nor incomplete (“I”) grades will be given, except in cases that involve specific, emergency, professionally documented circumstances. “I” grades will not be given in lieu of a failing or poor grade.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.

Revised 6-04-17 SdY
Written Assignments
All written assignments must follow APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman or Calibri font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. For student who struggle with writing, I strongly encourage the use of the writing center on campus. Grades will reflect writing proficiency.

Student Responsibility
The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

Student Professionalism
Professionalism can best be described as the ability to manage one’s emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p. 34). Students are expected to exercise professionalism at all times.

Evaluation of students’ coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but are not limited to) a verbal reprimand to dismissal from the Counseling and Guidance Program.

Professional Ethics
Students are expected to abide by all relevant ethical codes, including but not limited to those set forth by the American Counseling Association, the American School Counselor Association, the American Association for Marriage and Family Therapists, the Association for Specialists in Group Work, the Texas State Board of Examiners for Licensed Professional Counselors, as well as any others associated with the type of counseling intervention being provided. Confidentiality also applies to all issues or comments made in the classroom. Failure to comply with ethical standards will result in consequences deemed appropriate by the Counseling and Guidance program faculty, including dismissal from the program. TEA Standards: I. 8; VI 3.

Confidentiality
Confidentiality will strictly be enforced. Students will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the UTRGV Counseling Program with a grade of F in the course.

Program Requirements
C & G Faculty Seminar Series
Students must attend one seminar from the Counseling Faculty Seminar Series offerings for this semester. Students may attend more than one seminar; however, only one is required per semester regardless of the number of hours they are enrolled. Seminar dates TBA. Students must turn in a one-page reflection paper based on their seminar experience.

C & G Program Reading List
Students must read one book from the UTRGV Counseling and Guidance Program reading list. Students may read more than one book on the list each semester; however, only one is required per semester regardless of the number of hours they are enrolled. Students must turn in a one-page reflection paper based on the book they read.
**TExES Representative**

School Counseling Specialization Only: The TExES Representative is required to be taken prior to the TExES Certification Exam and during COUN 6365 Counseling Practicum; however, it is not required to pass the exam. Failure to take the TExES Representative prior to COUN 6369-Counseling Internship I could result in being dropped from the Practicum II course.

**Counselor Preparation Comprehensive Examination (CPCE)**

As part of the Counseling Program’s exit requirements for graduation, students are required to successfully complete (pass) the program written comprehensive exam. The Counselor Preparation Comprehensive Examination (CPCE) is the exam selected for this requirement. If the student is not able to successfully complete this exam during COUN 6365 Counseling Practicum, he/she will be given another opportunity during COUN 6369-Counseling Internship I.

Remember, students will be given one opportunity during COUN 6365 Counseling Practicum and one opportunity during COUN 6369-Counseling Internship I, if needed. The test date for the fall semester is the third Saturday in September, for the spring semester it is the first Saturday in February, and for the summer semester it is the third Saturday in July. These dates remain constant so please plan accordingly. Specific information will be given during the Practicum course.

Students will need to register through the Testing Center ePay website and pay a registration fee of $20. In addition, students need to bring a $50 money order made payable to CCE on that day along with a valid photo ID. Every student is required to take the CPCE prior to enrolling in EPSY 6369-Practicum II/COUN 6369-Counseling Internship I. Previous course texts and resources contain all necessary review material.

It is important to note that students will not be able to graduate if they do not successfully pass the CPCE exam, even if they have completed all course requirements.

**Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:**

Passing the CPCE is graduation requirement, and may initially be attempted during COUN 6365 Practicum I. In Brownsville, the CPCE is scheduled for the second Saturday in November and the second Saturday in April. The CPCE is scheduled at both campuses the third Saturday in July. Students must take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. Make plans accordingly.


**Additional Considerations**

**Syllabus Disclaimer**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, not covered by the UTRGV or UT Regent Rules, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements may be addressed by students.

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
General Tips for Success
- Listen to the lecturer or classmates during the discussion/lecture.
- Be ready to discuss material from previous classes (e.g. methods and techniques of counseling, human social/emotional/personal development, theories, etc.)
- Allow plenty of time to work on assignments in order to ensure timely submission.
- Proof-read and check written assignments for accuracy prior to submitting.
- Bring materials to class (i.e. books, assignments, projects).
- Exchange phone numbers and e-mail addresses with classmates to clarify any information or attain help, if needed.
- Remember there have been MANY individuals that have been asked to do this. They succeeded in completing the course and we expect that all future students can too.

CEP-16 Program Policy
Be advised that the UTRGV College of Education and P-16 Integration conducts ongoing research regarding the effectiveness of its programs. Students will receive one survey in the final semester prior to graduation regarding their program during their time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to the student’s employer. This survey will focus on the preparation received at UTB. Please remember that responses to these surveys are critical to UTRGV excellence.

UTRGV University Policies

STUDENTS WITH DISABILITIES
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available.

ATTENDANCE
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.
SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.
Required Reading List for Counseling Graduate Students

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list.

As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few.

Enjoy your readings,
Counseling & Guidance Faculty


This syllabus subject to change in order to better meet course objectives per discretion of instructor.

Revised 6-04-17 SdY

11