I. **TITLE:** Marriage, Couples and Family Counseling

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
A graduate course that provides counselors and other human service workers with an overview of the processes and theories involved with counseling couples and families. The focus of this course is to prepare students to think systemically and to learn about family concepts, dynamics, theories and techniques. This will be accomplished through assigned readings, seminar discussions, small group work, role plays, lectures, case presentations, audiovisual materials, guest speakers, and student assignments.

**Prerequisite(s):** none

III. **COURSE OBJECTIVES:**

A. Upon completion of this course, students will (per 2009 CACREP Standards):

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 (Section II, G.1.a.; Section II, G.3.d; Section II, G.3.h.; Section II, G.5.e.).

2. Learn about how to engage families and couples; demonstrate skill in obtaining necessary information, conduct systemic assessment of transactional problems of a family and identify contributory environmental factors (Section II, G.3.h.; Section II, G.5.c.).

3. Study different approaches based on individual, family and couple problems, needs, developmental stage, and cultural and ethnic backgrounds (Section II, G.2.d.; Section II, G.3.h.; Section II, G.5.d.).

4. Demonstrate understanding and ability in applying concepts of diversity including cultural, ethnic, minority, gender, racial and sexual preference perspectives to family counseling (Section II, G.2.d.).

5. Gain an understanding of the professional ethics and value issues relevant to family counseling (Section II, G.1.j.).

6. Utilize a variety of family and couple assessment tools including the family life chronology, eco-map, genogram, and so forth (Section II, G.7.a.; Section II, G.7.f.; Section II, G.7.g.).

7. Develop an understanding of the developmental phases of family life and how these predict certain stressors and opportunities for change (Section II, G.3.a.).

8. Show understanding of the impact of one's own family-of-origin life experiences (Section II, G.2.b.; Section II, G.2.e.; Section II, G.2.f.).

9. Develop an awareness of the research and evidence-based practices in marriage and family counseling (Section II, G.8.a.; Section II, G.8.e.).

B. Specific objectives are to:

1. Identify the principles & strategies of the major theories in relationship & family
counseling (Section II, G.5.d., Section II, G.5.e.)

2. Apply the theories in understanding their own family dynamics, values, beliefs, feelings, & behaviors (Section II, G.2.d., Section II, G.2.e., Section II, G.2.f., Section II, G.3.a.)

3. Apply the theories, understanding of family dynamics, & techniques to counseling couples, individuals, & families (Section II, G.2.d., Section II, G.3.a., Section II, G.5.d., Section II, G.5.e., Section II, G.8.e.)

4. Begin to develop a personal theory of relationship & family counseling (Section II, G.5.a., Section II, G.5.d., Section II, G.5.e.).

5. Select the appropriate theory & strategies congruent with the family theory and apply to the variety of relationship & family situations that people present in family or relationship counseling (Section II, G.3.a., Section II, G.3.d., Section II, G.8.e.; G.8.f.).

Diversity Statement
The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
A. Introductions; identify family life cycle; discuss course requirements; problems/situations; MFT publications & professional organizations
B. Foundations & leading figures in MFT; evolution of family therapy; early models
C. Concepts in family therapy; systems theory
D. Bowenian & transgenerational family therapies; genogram discussion; Adler & birth order theory; psychoanalytic family therapy; case analysis
E. Structural family therapy; draw family map
F. Strategic family therapy; role plays; Milan systemic therapies & collaborative models
G. Experiential family therapy; role plays
H. Cognitive behavioral family therapy; Solution focused & narrative family therapies
I. Sexual dysfunction & sex therapy
J. Emotionally focused therapy; couples therapy; infidelity; marriage enrichment; premarital counseling
K. Special populations in family therapy; single parent & remarried families
L. Culturally diverse families
M. Domestic violence; substance abuse
N. Outcome research in family therapy
O. Ethical & professional issues

V. INSTRUCTIONAL ACTIVITIES:
A. Lecture
B. Class participation/discussion
C. Movie clips
D. Papers/Tests/Quizzes/Blackboard Activities
E. Presentations
F. Experiential Exercises
G. Multi-media technology
H. Role-play
I. Review of the literature

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT AND RESOURCES:
A. Required Text:

B. Other Required Selections:
   Instructor assigned readings (e.g., journal articles)
   - *Students are expected to read assigned chapters/articles prior to each class*

C. References:

Websites:
   American Association for Marriage and Family Therapy (AAMFT): www.aamft.org
   International Association of Marriage and Family Counselors (IAMFC):
   www.iamfconline.com
   The Family and Marriage Counseling (FMC) Directory: www.family-marriage-counseling.com
   American Counseling Association (ACA): www.counseling.org

Journals:
   *Journal of Marital and Family Therapy*
   *The Family Therapy Magazine*
   *The Family Journal: Counseling and Therapy for Couples and Families*
   *Journal of Counseling & Development*

Free genogram software:

Handouts
Library Resources
VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Family Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Genogram and Clinical Interpretation</td>
<td>10%</td>
</tr>
<tr>
<td>Group Project &amp; Role Play</td>
<td>15%</td>
</tr>
<tr>
<td>Article Reviews and Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Grading Scale:

A = 90 – 100
B = 80 – 89
C = 70 – 79
E = Below 70

**NOTE:** It is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective, will not receive instructor endorsement to continue in clinical courses.

C. Assignments:

1. **My family: How it all Started (10%)** (CACREP Standards Section II: G.2.d., G.2.e., G.2.f., G.3.a.)
   
   To learn how to work with individuals and their families it is useful to examine the family you know best: your own family, whether adopted or biological. Write a 3 to 5 page paper (APA 6th edition format) about your family. Topics could include, but are not limited to family of origin, where your parents are from, how your parents met, children they had, roles played by family members, occupations, addictions, culture, types of relationships, and any other issues you may find relevant. Additionally, students should reflect on and present how the dynamics in their family affected and influenced their personality/worldview.

1. **Genogram & Clinical Interpretation (10%)** (CACREP Standards Section II: G.2.d., G.2.e., G.2.f., G.3.a.)
   
   Develop a genogram of your family, handmade or using one of the computer programs that creates genograms. Complete and analyze a three-generation genogram. This project will be composed of two sections: (a) the actual genogram and “key” (i.e. the aspect of the genogram that describes the utilized symbols) and (b) the interpretation (i.e. the description of the analyzed genogram).
   
   o The genogram
     - Include immediate and extended family members on your genogram. This may include, but does not have to be limited to, your grandparents, parents, aunts/uncles, cousins, siblings, spouse/partner, and children. If
you are married/life-partnered, include your partner but not his/her family of origin. If you have children, include them below you.

- You should include important identifying information for each individual on the genogram (i.e. written/printed next to each individual). This information will include his/her name, age, relation to you (e.g., mother, grandfather, etc.), and relationship status (e.g., married, divorced, single, separated, etc.).
- Off to the side of each individual’s name, include his/her (a) primary occupation and (b) the presence of any known psychological and/or physical distress (addictions, mental illnesses, etc.). These may be handwritten.

  O Clinical Interpretation – Explore and discuss the significance of the “Five Clues” that can be determined through your genogram:

  - Significant dates – identify all important dates (e.g., historical, familial, and relationship dates), discuss what information exists about these events, and what this information adds to your understanding of the patterns in your genogram.
  - Gender beliefs and values – discuss how these beliefs/values have thread through your genogram (or not) and what impact this may have had on your development.
  - Secrets – identify where secrets exist in the make-up of the genogram. If there are no clear secrets, identify where (if anywhere) unknown or unspoken facets of people’s lives exist. Discuss what impact these secrets (or lack thereof) have had on the boundaries and communication patterns in your genogram.
  - Losses – discuss how the experience(s) of loss (remember how broad that term can be) has impacted the relationship patterns in your genogram. Explore how these events may have been perceived differently by different individuals.
  - Themes – identify the themes that run through your genogram that answer the questions "Who are we?" and "How do we behave?" What do these themes reveal about your family’s belief structure and how have they guided the family in making decisions about their current and future behaviors?

3. Simulated Family Group Project & Family Counseling Role Play (15%)
(CACREP Standards Section II: G.2.d., G.3.a., G.5.d., G.5.e., G.8.e.)
Students will be assigned to an experiential group and will collectively create a family to use in role-play exercises (this project will necessitate meetings outside of class). Students will compose a case study analysis of the couple and family dynamics identified in a film of their choice. Each group will be responsible for role-playing their couple or family for the benefit of the class once during the semester. Additionally, each student will be responsible for conceptualizing their case study from an assigned theory. The role plays will be 10 to 15 minutes in length and should illustrate a middle-point in the counseling relationship. In addition to the role-plays,
students will be responsible for submitting a paper (in APA 6th edition format) that captures the following deliverables:

- Conceptualization of the case study (will be identical for each group member)
  - Demographics
  - Description of the presenting problem
  - History of the presenting problems
  - Familial strengths
  - Healthy functioning patterns

- Goals and strategies (will be individualized per assigned theory)
  - Premise of theory
  - Role of counselor
  - Techniques
  - Desired outcome

- Four session treatment plan (will be individualized per assigned theory)
  - Narrative of the goals and techniques to be used in each of the four sessions

4. Research Article Reviews & Presentation (15%) (CACREP Standards Section II: G.3.a., G.3.d., G.8.e., G.8.f.).

In order to update the class on current scholarly work and research (i.e. theory to practice, quantitative research, qualitative research, etc.), each student will complete two article reviews from approved scholarly journals and then present their findings to the class. Topics will be assigned to each student.

- Article Reviews
  - APA 6th edition format
  - Cite source as you would in a reference section of an APA paper
  - Directly under the citation include the following
    - The premise of the article
    - The important issues or findings that support the thesis of the article
    - Flaws or omissions in the content or research
    - New information or terms that you took away from the article
    - Points that you agree or disagree with in the article
    - Potential use of this information for you as a practicing counselor

- Presentation
  - Discuss the above information in a 5 to 10 minute report
  - If a presentation is of interest to you, contact the presenter so that he/she may provide you with a copy of their article review.

5. Midterm (20%) (CACREP Standards Section II: G.2.d., G.3.a., G.5.d., G.5.e., G.8.e.)

An exam will be given at the mid-term point of the semester. This in-class exam will be multiple-choice, true-false, and short answer format. The exam will cover the material (i.e. information from the text, workbooks, lecture, etc.) presented during the first half of the semester.
6. **Final (20%)** (CACREP Standards Section II: G.2.d., G.3.a., G.5.d., G.5.e., G.8.e.)
   An exam will be given at the end of the semester. This in-class exam will be multiple-choice, true-false, and short answer format. The exam will cover the material (i.e. information from the text, workbooks, lecture, etc.) presented during the second half of the semester.

7. **Attendance & Participation (10%)**: Given the interactive nature of this course, attendance is necessary and mandatory in order to develop knowledge and skills to be ethical and effective professional counselors.
   a. **Attendance**: Due to the seminar format of the course, discussions, readings, and lectures, it is required that students regularly attend class. If for any reason you find that you are unable to attend a class session, it will be your responsibility to personally contact the instructor prior to the scheduled class meeting. Students can only be absent from ONE (1) class meeting *(if he or she contacts instructor prior to class meeting)* without incurring 5 percentage points being subtracted from their final grade for EACH absence after one. More than three (3) absences will result in a failing grade for CNS 734: Marriage and Family Counseling regardless of academic good standing. Therefore, a student absent from two class meetings or one class meeting without prior notification to the instructor will have five percentage points (5%) subtracted from his or her final grade. You may contact the instructor if you know you will be absent from a class through a meeting, e-mail, or telephone message. Above all, I want to know you are safe and okay.
   b. **Participation**: Participation in CNS 734: Marriage and Family Counseling includes (a) having completed readings prior to class, (b) having completed all assigned work prior to class, and (c) participation in class discussions. The following criterion will be used to evaluate your participation grade:

   (97%)  Attended all class meetings and was a leader & facilitator of class discussion.
   (94%)  Attended all class meetings and was actively involved in class discussion *(consistently)*.
   (90%)  Attended all class meetings & participated or missed one class meeting, but was actively involved in class.
   (87%)  Missed one class meeting (or was late/early from one class meeting) and participated in class discussions.
   (84%)  Missed two classes meetings (or was late/early from two class meetings) and was actively involved in class discussions.
   (80%)  Missed two class meetings (or was late/early from two class meetings) and participated in class discussions.
   (74%)  Overall, student was not actively engaged in the course & his or her learning experience, regardless of attendance
   (0%)   Missed three or more classes (or was late/early from three or more class meetings)

*Being present in class & doing other activities (e.g., drawing, playing on computer,*
talking) is not considered being actively involved

ALL ASSIGNMENTS MUST BE TYPED & IN APA (6th ed.) FORMAT

Please note: Any assignment not turned in at the designated classroom due date & time will result in ONE letter grade reduction for each day late. Assignments not turned in within three days after the designated classroom due date & time will NOT BE ACCEPTED and result in a failing grade for the assignment.

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

XI. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
- **Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
- **Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
- **Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
- **Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.
Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XII. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, 103 Wells Hall. 270-809-3155 (voice), 270-809-3361 (TDD).
Course Specifics for CNS 734 (Spring 2012)

Instructor: Samir Patel, Ph.D.
Telephone: Office: (270) 809-6123
Office: Alexander Hall, Room 3218
E-Mail: spatel4@murraystate.edu

Office Hours: Mondays: 10:45 A.M. – 1:00 P.M.; 3:00 P.M. – 5:00 P.M.
Tuesdays: 11:15 A.M. – 1:00 P.M.
Wednesdays: 10:45 A.M. – 1:00 P.M.; 3:00 P.M. – 4:45 P.M.

Meeting Days: Tuesday Evenings
Meeting Times: 6:00 PM – 9:00 PM
Location: Murray: Mason Hall 214
Madisonville: Madisonville Building 253

CACREP Counseling Program Specifics for CNS 734

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations A1</td>
<td>Group Project &amp; Role Play, Article Reviews and Presentation, Mid-term and Final</td>
</tr>
<tr>
<td>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</td>
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</tr>
<tr>
<td>Foundations B1</td>
<td>Group Project &amp; Role Play, Midterm and Final</td>
</tr>
<tr>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
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</tr>
<tr>
<td>Counseling, Prevention, and Intervention C1</td>
<td>Article Reviews and Presentations</td>
</tr>
<tr>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
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<tr>
<td>Counseling, Prevention, and Intervention C8</td>
<td>Group Project &amp; Role Play, Article Reviews and Presentation, Midterm and Final</td>
</tr>
<tr>
<td>Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</td>
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<td>Counseling, Prevention, and Intervention C9</td>
<td>Article Reviews and Presentations</td>
</tr>
<tr>
<td>Understands professional issues relevant to the practice of clinical mental health counseling.</td>
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<tr>
<td>Counseling, Prevention, and Intervention D4</td>
<td>Group Project &amp; Role Play, Article Reviews and Presentation</td>
</tr>
<tr>
<td>Applies effective strategies to promote client understanding of and access to a variety of community resources.</td>
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</tr>
<tr>
<td>Counseling, Prevention, and Intervention D5</td>
<td>Group Project &amp; Role Play, Midterm and Final</td>
</tr>
<tr>
<td>Demonstrates the appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
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</tr>
<tr>
<td>Diversity and Advocacy E1</td>
<td>Article Reviews and Presentations</td>
</tr>
<tr>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
<td></td>
</tr>
<tr>
<td>Diversity and Advocacy E3</td>
<td>Article Reviews and Presentations</td>
</tr>
<tr>
<td>Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.</td>
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<tr>
<td>Assessment G1</td>
<td>Group Project &amp; Role Play, Midterm and Final</td>
</tr>
<tr>
<td>Knows the principles and models of assessment, case conceptualization, theories of human development, and</td>
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</tbody>
</table>
concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

| Assessment H1 | Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. | Group Project & Role Play, Article Reviews and Presentation, Midterm and Final |
| Assessment H2 | Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. | Group Project & Role Play, Article Reviews and Presentation, Midterm and Final |
| Research and Evaluation I1 | Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. | Article Reviews and Presentation |
| Research and Evaluation J1 | Applies relevant research findings to inform the practice of clinical mental health counseling. | Group Project & Role Play |

### School Counseling Objectives

| Diversity and Advocacy E2 | Identifies community, environmental, and institutional opportunities that enhance — as well as barriers that impede — the academic, career, and personal/social development of students. | Article Reviews and Presentation |
| Assessment G1 | Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. | Article Reviews and Presentation |
| Assessment H1 | Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. | Group Project & Role Play, Article Reviews and Presentation, Midterm and Final |
| Research and Evaluation I1 | Understands how to critically evaluate research relevant to the practice of school counseling. | Article Reviews and Presentation |
| Research and Evaluation J1 | Applies relevant research findings to inform the practice of school counseling. | Group Project & Role Play |

## Tentative Topical Outline for CNS 734

### Class 1 Jan. 17th
- Introductions (Murray)
- Syllabus Review, Course Expectations
- History of Family Language
- Readings for next class:
  - Gladding: Chapter 7
  - Cassado et al.: Chapter 4

### Class 2 Jan. 24th
- The Process of Family Therapy (Murray)
- Readings for next class:
  - Gladding: Chapters 3 & 15
  - Cassado et al.: Chapters 13 & 15

### Class 3 Jan. 31st
- Working with Culturally Diverse Families & Maintaining Ethics in Family Therapy (Madisonville)
- Readings for next class:
  - Gladding: Chapter 9
  - Cassado et al.: Chapter 5
Class 4  Feb. 7th  Psychodynamic and Bowen Family Therapies (Murray)
Submission Deadline for My Family Paper
Readings for next class:
Gladding: Chapter 10
Cassado et al.: Chapter 6

Class 5  Feb. 14th  Experiential Family Therapy (Murray)
Readings for next class:
Gladding: Chapter 11
Cassado et al.: Chapter 7

Class 6  Feb. 21st  Behavioral and Cognitive-Behavioral Family Therapies (Madisonville)

Class 7  Feb. 28th  Midterm
Readings for next class:
Gladding: Chapters 12 & 13
Cassado et al.: Chapters 8 & 9

Class 8  Mar. 6th  No Class – Madisonville Community College Spring Break

Class 9  Mar. 13th  Structural & Strategic Family Therapies (Madisonville)
Submission deadline for Genogram and Interpretation
Readings for next class:
Gladding: Chapter 14
Cassado et al.: Chapter 10

Class 10  Mar. 20th  No Class – Murray State Spring Break

Class 11  Mar. 27th  Solution-Focused and Narrative Family Therapies (Murray)
Submission deadline for Article Reviews

Class 12  Apr. 3rd  Role Play (Madisonville)
Madisonville Counseling Role Plays (no class for Murray students)
Simulated Family Papers due for Madisonville students

Class 13  Apr. 10th  Role Play (Murray)
Murray Counseling Role Plays (no class for Madisonville students)
Simulated Family Papers due for Murray students
Readings for next class:
Gladding: Chapter 8 & 4
Cassado et al.: Chapter 11
Class 14 Apr. 17th  Couples Therapy & Working with Single-Parent Families (Murray)
Madisonville Article Presentations
Readings for next class:
Gladding: Chapters 5 & 16
Cassado et al.: Chapters 12 & 14

Class 15 Apr. 24th  Working with Blended Families & Families with Substance Related Disorders/Domestic Violence/ Child Abuse (Madisonville)
Murray Article Presentations

Class 16 May. 1st  Final