

Argosy University Course Syllabus

Course Syllabus

Spring I 2012

Course Title: Couples & Family Counseling Skills

Course Number: PC6700

Section & Times: Spring I: 1/09/2012 - 2/29/2012

Onsite Weekends: 1/14-15/2012 – 2/18-19/2012

Instructor and Contact Information:

Carlos Molina, Ed.D., LMFT

Licensed Marriage and Family Therapist MFC39668

crmolina@comcast.net

(415) 246-6032

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Required Textbooks

Patterson, J., Williams, L., Grauf-Grounds, C. and Chamow, L. (2009). Essential skills in family therapy. New York: The Guilford Press ISBN 1-57230-307-7

The Family Therapy Treatment Planner by Frank M. Dattilio and Arthur E. Jongsma Jr. (Paperback - April 14, 2000). John Wiley & Sons ISBN 0-471-34768-X (book only).

Course Description:

This course provides a broad theoretical and practical foundation for counseling couples and families, with an emphasis on systemic perspectives of functioning, therapeutic intervention, and skill practice. Methods of the course include lecture, class discussion, class exploration, role plays, video viewing, and skill practice. Due to the content of the course material that will be clinically explored, confidentiality, and respect are required. Intense feelings and thoughts may be experienced during class lecture, which is a normal process of exploring family dynamics. Should you experience any countertransference or reaction issues that interfere with your ability to focus in class please let me know outside of class time.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Spring Session I (7.5 week courses): 2/13/12

Spring Session II (7.5 week courses): 4/4/12

Spring Full Term (15 week courses): 3/19/12

Program Outcomes: Master of Arts in Counseling Psychology: Program Outcome

One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by

Course Objectives:

As a result of participating in this course, students will be able to demonstrate the following:

- 1. Ability to manage anxiety when working with couples and families.
- 2. Ability to form a therapeutic alliance with each couple and family member.
- 3. Ability to conduct an assessment that includes identifying potential issues of harm, substance abuse, biological factors, and a general psychosocial assessment.
- 4. Ability to develop a treatment focus that includes a problem list, historical information, diagnosis, treatment goals and interventions.
- 5. Ability to use basic counseling skills in working with couples and families that includes

reflection, validation, and empathy implementing multiple clinical perspectives.
6. Ability to use appropriate intervention when working with children and adolescents.
7. Ability to depict themes, events and other relevant details on a family genogram and timeline.

Methods of Instruction:

This course will be delivered in a **blended format**, including in class lecture and discussion (both in class and via ecollege), video viewing, skill practice (via role plays, group process, and dissecting vignettes), research course paper, clinical case presentation and final exam (multiple choice and short essay).

Content Areas:

Content includes stages of therapist development, the initial interview, and guidelines for conducting assessment, developing a treatment focus, basic treatment skills, working with families and children, as well as couples of various ethnic cultures.

Course Assignments:

1) **Reading text** according to the following schedule:

Week 1 Chapters 1, 2, and 3

Week 2 Chapters 4 and 5

Week 3 Chapters 6 and 7 **research paper due**

Week 4 Chapters 8, 9, and 10

Week 5 Chapters 11 and 12

Week 6 Work on case presentation

Week 7 Final case presentation paper due on 2/12/13, Final Exam on 2/13

Week 8 Grades are due

2) Family/couple, Clinical case in-class presentation. This paper is due on the second weekend (2/18-19/12) with a hard copy of paper. Instructions on this assignment will be provided during the first weekend of on campus class. In this presentation you will discuss clinical issues such as: assessment, diagnosis, theoretical clinical formulation, theoretical approach, treatment plan, family of origin's background, structure, and functioning. This may include issues related countertransference, transference to culture, ethnicity, religion, occupations, economic status, academia, group affiliations, transactions between family members (past and present), discipline, family routines and rituals, family values, rules. You will need to include a genogram for your case presentation. **Final In-Class case Presentation/Paper Guidelines.**

This is a clinical case presentation on a couple of family.

Final paper is due (hard copy of clinical case presentation). Your final paper should be written in APA format and if you are describing a real case please make sure that you maintain any identifying client's information confidential.

Client's Description: demographic information, any diversity issues (e.g., ethnicity, race, occupation,).

Presenting Problem: in this section you might include: what clients are presenting as psychological, social or behavioral issues or symptoms that bring them to therapy at the time of intake/assessment.

There could be a number of complaints in this section, but make sure that you justify them in your diagnosis and treatment plan and/or make rule outs in your diagnosis. This should be no more than one page.

Diagnosis: Full Axis V for each client or family member. Please include a GAF and. Additionally, please use the Social and Relational Scales on the DSM-V pgs. 814 and 817.

Case formulation: this is where you come up with hypotheses for etiology and symptomology. You may include family of origin issues here. This is where you make your clinical speculations; what might be the etiology and what might be happening with the client. This is your clinical perspective and not historical information such as demographic details. This is just your clinical perspective. Approximately one and a half pages.

Treatment plan: please justify your selected therapy and why you think that this therapy is appropriate for you clients. Your treatment plan needs to have goals and interventions. Please do not list more than 3 goals per diagnosis. Present your treatment plan in a grid format.

Justification of your therapy: in this section, you will provide a brief description of your chosen therapy and why you have selected. Two paragraphs.

Countertransference and transference issues: discuss any potential positive or negative issues and how you might deal with them. Two to three paragraphs.

Cross-cultural issues: please discuss cross-cultural issues (differences and similarities) that are the most salient in your case and discuss how you might address those issues. No more than two paragraphs.

Legal and ethical issues: any potential “red flags” that concern you about this client/case (e.g., child abuse , Tarasoff, elderly abuse, suicidality). No more than two pages.

Referrals: in this section you will address potential referrals you might make to your clients (e.g., 12-step meetings, groups, individual psychotherapy).

Be prepared to answer any clinical questions about your case after your presentation.

3) Research Paper. The focus of this paper will be on a particular theoretical couple or family treatment modality (Examples: Filial therapy, EFT). Paper is due **2/24/2012**. **Late papers are unacceptable, no exceptions. More guidelines will be provided in class.**

Papers is to be typed, succinctly written, double spaced, conform to APA 4th Edition, and to include 1cover page, 1 abstract page and10 pages of content (please no longer than 10 pages) and reference page/s.

4) In-class multiple choice and short essay final exam on the last day of on campus class based on lecture and reading material. A study guide will be provided during the first weekend.

Class role-plays. Class will be divided up into groups; each group will have a designated therapist and a family. Role-plays will be used to explore a particular theory, practice therapeutic techniques, and are to be presented in class.

Student Performance Evaluation & Grading Criteria:

Class attendance and participation is mandatory. PLEASE be on time. Grades are determined by:

In-class case presentation Assignment: 25%

Research Paper: 25%

Class Participation: 20%

Final exam: 30%

Criteria for Class Participation	
Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
D = 60 – 69	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics
F = <60	Student did not participate in class discussions

Grading scale:

98-100 A+

93-97 A

90-92 A-

87-89 B+

83-86 B

80-82 B-

77-79 C+

73-76 C

70-72 C-

69 below F

Library

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over **48,889 full-text journals and 23,000 electronic books** and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 6th Edition (2009)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 6th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an

environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.