

Argosy University
COURSE SYLLABUS

PC6700

Couple and Family Counseling

Spring I & II: 1/09/2012 – 4/21/2012

Mondays 9:30 AM – 12:30 PM or Tuesdays 9:30 AM – 12:30 PM

Faculty Information:

Faculty Name: Vince Nevins PhD, LMFT

Campus: Argosy University San Francisco Bay Area

Contact Information: jnevins@argosy.edu

510.217.4745

Format: On Campus

Office Hours: By appointment

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

Course description: This course presents an overview of the major theories and applications of family therapy and current approaches to couple therapy. The class includes reading, classroom discussion, experiential exercises, videos, case examples, and role-plays.

Required Textbooks:

Gurman, Alan S., (Ed.) (2008). *Clinical handbook of couple therapy (4th ed.)*. New York: York: Guilford Press ISBN # 9781593858216 [CHCT]

Goldenberg, Irene & Herbert Goldenberg (2008). *Family therapy: an overview (7th ed.)*. Belmont: Wadsworth. Inc. ISBN # 9780495097594 [FTO]

Required Reader:

Available at Copy Central 1553 Solano Avenue Berkeley, CA 94704 510.527.5800

Suggested Textbooks:

Gehart, Diane R. & Amy R. Tuttle (2003). *Theory-based treatment planning for marriage and family therapists: integrating theory and practice*. Pacific Grove: Brooks Cole ISBN # 978-053-453-6169

Carter, Betty & Monica McGoldrick, (Eds.) (1999). *The expanded family life cycle (3rd ed.)*. Boston: Allyn and Bacon ISBN # 0205200095

Technology: Internet Access; Microsoft WORD; Adobe Acrobat (full version)

Course length: 15 Weeks
Contact Hours: 45 Hours
Credit Value: 3.0

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 (indicated by bold type). 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.

Full Spring Term (15 week courses): March 19, 2012

Course Learning Outcomes: As a result of taking this course, you will be able to:

1. Discuss various theoretical approaches to couple and family counseling and relevant issues regarding the practice of couple and family counseling, demonstrating knowledge and critical thinking skills;
2. Articulate key ideas that differentiate family therapy from individual therapy (i.e., describing people in context; explaining circular causation; utilizing interventions directed toward changing the organization of the family);
3. Describe your own family and family culture demonstrating how that experience and legacy influences your views of family life;
4. Identify the early family therapy theories, such as Family Systems, Strategic, Structural, Experiential, Psychoanalytic, and Cognitive-Behavioral theories, link those theories with their major theorists and identify the therapeutic techniques utilized by practitioners of those theories;
5. Explain how these therapeutic techniques might be applied to the cases described in the reading or presented to the class by the instructor or on video;
6. Form a coherent argument regarding the challenges to family therapy theory offered by postmodernism, the feminist critique, social constructionist and narrative approaches, multiculturalism, and racial, ethnic and class issues;
7. Apply postmodern, social constructionist, narrative ideas to nontraditional families, such as interracial and lesbian and gay families.

Program Outcomes: Master of Arts in Counseling Psychology

Program Outcome One: Professional Practice

Competency A: 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 B: Theory

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

Competency C: 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: 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: 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: 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 A: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency B: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency C: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Schedule

January 09 or 10: Introductions; overview of course/syllabus; exercise/film: thinking systemically

January (16) or 17: Major theories and history of couple/family therapy: be prepared to discuss Chapter 5 [FTO]

January 23 or 24: Fundamental concepts in family therapy: be prepared to discuss Chapters 1, 2, 3 & 4 [FTO]

January 30 or 31: General systems theory and transgenerational models: be prepared to discuss Chapter 8 [FTO] and Chapter 7 [CHCT]

February 06 or 07: Video; expanded family life cycle; genograms/cases

February 13 or 14: Cognitive behavioral models: be prepared to discuss Chapters 2 & 3 [CHCT] and Chapter 13 [FTO]; Gottman's *7 Principles for Making Marriage Work*

February 20 or 21: Psychodynamic models: be prepared to discuss Chapter 7 [FTO] and Chapter 6 [CHCT]; "The Paper Exercise/The Attunement Question;" lecture: the centrality of projections in relational life

February 27 or 28: **Mid-term exam/DSM for Couples & Families due**
Emotionally-Focused Couple Therapy: be prepared to discuss Chapter 4 [CHCT] and read pages 231-234 in [FTO]

March 05 or 06: Experiential models: Whitaker and Satir; lecture/exercise: Bader & Pearson model

March 12 or 13: Structural & Strategic Family Therapy: be prepared to discuss Chapters 10 & 11 [FTO] and Chapters 10 & 11 [CHCT]

March 19 or 20: Lecture: first and second order cybernetics; video

March 26 or 27: Social Construction models: be prepared to discuss Chapters 8 & 9 [CHCT] and Chapters 14 & 15 [FTO]

April 02 or 03: Exercise: Consultation teams; Affirmative (GLBTA) couple & family therapy: be prepared to discuss Chapter 24 [CHCT]

April 09 or 10: A Comparative View of Family Theories & Therapies: be prepared to discuss Chapter 18 [FTO]; review of course

April 16 or 17: Panel discussion: Professional Issues and Ethical Practices: be prepared to discuss Chapter 6 [FTO]; **Final exam**; course and instructor evaluations done in class.

Grading Criteria:

- 1) Class Participation: 20%
- 2) Mid-term Exam/DSM for Couples & Families: 20%
- 3) Final Exam: 60 multiple choice/match/true or false questions: 30%
- 4) Couple (Family) Paper: 30%

Class Participation: Students are expected to arrive on time, attend class regularly, and participate in class discussions. Class participation must indicate an understanding of the required reading, and an ability to engage in meaningful academic discourse about the topics discussed. In accordance with University policy, students who miss more than two classes will not receive credit for the class; however, since absent students do not participate in class discussion, any absences could lower your grade. Class participation will be evaluated by the instructor using the following rubric:

Criteria	Distinguished Category (A)	Commendable Category (B)	Acceptable Category (C)	Failed Category (F)
Present for, and attentive in class 5 points	Present and attentive for entire class, each week.	Mostly present, attentive, some lateness, or one absence and/or inattentiveness	Misses two classes, and/or late and/or is inattentive	Misses three classes and/or is often late or often inattentive
Participates in class discussion 5 Points	Participates actively in each class	Participates in most class discussions	Participates in some class discussions	Rarely participates in discussions
Demonstrates understanding of the assigned reading 5 points	Speaks about each reading assignment to demonstrate clear understanding of reading	Speaks about most reading assignments to demonstrate understanding of assigned readings	Speaks about some reading assignments, demonstrates basic understanding	Does not demonstrate that assignments have been read and/or understood
Meets Course Learning Outcomes (listed above) 5 points	Shows clear evidence of meeting all Course Learning Outcomes	Shows some of meeting Course Learning Outcomes	Shows some evidence of meeting some Course Learning Outcomes	Shows little evidence of meeting Course Learning Outcomes

Mid-term Exam/DSM for Couples & Families (The mid-term exam will be 40 questions/10 points and the DSM project will be 10 points.) As regards the DSM for Couples and Families, please create five systemically-oriented interpersonal diagnoses and delineate the criteria that would need to be met in order to see/treat this particular system from such a perspective. (You will be given a sample from Dr. Nevins.) This manual will be due on the same day as your mid-term exam (February 27/28) and will be attached to it.

Final Paper: Write a seven-eight page paper presenting your work with a couple. The couple you select could be an actual couple that you know, a fictitious or historical couple, or a cinematic couple.

Briefly tell the couple's story and describe the presenting issues (one–two pages).

Using one of the theoretical models that we covered during the semester, articulate the treatment approach you would take. Be sure to include:

- 1) your method of assessment,
- 2) the initial treatment plan (including goals for treatment),
- 3) the challenges you faced during treatment, and
- 4) the adjustments you made to address those challenges (five-six pages).

Please cite references from the assigned readings and, if you wish, other sources.

Citations and references must be in APA format.

Paper is to be e-mailed (or hand-delivered) to the instructor by 5:00 pm, April 06, 2012. The paper will be graded using the following rubric:

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Briefly tell the couple story/ describe presenting problems/ goals 6 points	Concise telling of story, interesting/creative narrative; clear statement of problems/goals	Concise telling of story; readable narrative, understandable statement of problems/goals	Somewhat rambling/unclear narrative; vague statement of problems/goals.	Narrative difficult to understand; little understanding of problems/goals
Use of a theoretical model we covered in class: 6 points	Demonstrates a thorough understanding of a theory & is very clear as to how to apply this theory to couple/family	Demonstrates comprehension of theory & articulates a reasonable attempt to apply theory	Demonstrates a beginning of understanding of this theory & makes some attempt at applying it	Does not indicate adequate understanding of theory; application is confused, incomplete

Assessment and treatment planning: 6 points	Comprehensive culturally competent, assessment; treatment plan is creative, realistic, flexible, well-organized & clearly consistent with theory/goals.	Good assessment; treatment plan is realistic & reasonably connected with theory and goals; alters plan to meet challenges	Adequate assessment; treatment plan, while not creative, could possibly work; is somewhat flexible in meeting challenges	Fails to adequately assess or articulate a clear treatment plan
Interventions 6 points	Describes possible interventions that are creative, consistent with theory; clearly ties interventions to treatment plan	Describes interventions that are solid, consistent with theory, and related to treatment plan	Describes interventions that are adequate, somewhat related to theory/treatment plan	Fails to describe interventions clearly; interventions not likely to work, do not follow theory
Ease of reading, proper use of citations 6 points	Compelling reading, proper APA citations	Readable, mostly good APA citations	A little hard to understand, inconsistent use of APA citations	Ambiguous, irrelevant, little use of APA citations

Grading Scale

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
F	69 and below

Instructional Contact Hours/Credit

Students can expect 15 hours of instructional engagement for every one semester credit hour of a course. Instructional engagement activities include lectures, presentations, 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 classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every one 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 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 the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, practica, studio work, and other academic work leading to the award of credit hours.

Information Commons

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.