

Argosy University
COURSE SYLLABUS

PC6700

Couple and Family Counseling

Spring II 2009: 3/3– 4/26/09

On-site Weekends, March 21 – 22 and April 18 – 19, 2009

Faculty Information

Faculty Name: Gary Hoeber, MFT

Campus: Argosy University San Francisco Bay Area

Contact Information:

Gary Hoeber, MFT

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Feel free to contact me by email or phone at any time.

Office Hours:

By appointment

Short Faculty Bio:

I draw on more than thirty years of clinical experience, in a variety of settings and more than twenty years of experience teaching graduate-level classes in counseling psychology. My specialties include couple and family counseling and group psychotherapy. Since 1982, I have maintained a successful private practice, with offices in Berkeley and San Rafael. I have also directed three different community mental health programs. For more information, see my web-site, garyhoeber.com.

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, and case examples and, role-plays.

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 the date 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): February 13, 2009

Spring Session II (7.5 week courses): April 6, 2008

Spring Full Term (15 week courses): March 18, 2008

Required Textbook: Nichols, M. P. (2009). *The Essentials of Family Therapy (4th Ed.)*. Boston: Pearson/Allyn and Bacon

Course Reader: Purchase the Couple and Family Counseling Reader at Copy Central. Call ahead before pick-up to ensure a copy is in stock. Arrangements can be made to receive readers by mail. Contact information:

Copy Central
1553 Solano Avenue
Berkeley, CA 94707
510 527-5800

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

Credit Value: 3.0

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

1. Discuss various theoretical approaches to marriage and family counseling and relevant issues regarding the practice of marriage 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 an 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.
8. Formulate couple counseling strategies using two of these theoretical approaches: Emotionally Focused Couple Therapy, Collaborative Couple Therapy, Integrative Behavioral Couple Therapy, Solution Oriented Couples Therapy, Narrative Therapy and Gottman's Sound Relationship House method.

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 applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: 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 3: 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: Complete the following assignments – for all assigned reading, post your thoughts about the reading by the date indicated:

March 8, 2009: Nichols, M. P. and Schwartz, R. C. (2009). *The Essentials of Family Therapy*. (4th Ed.). Chapter 1 – 5.

March 16, 2009

- a. Nichols, M. P. and Schwartz, R. C. (2009). *The Essentials of Family Therapy*. (4th Ed.). Chapter 6 and 12
- b. From the Reader, Hoyt, M. F. (2002) Solution Focused Couple Therapy. In A. S. Gurman & N. S. Jacobson (Eds) *Clinical handbook of couple therapy* (3rd Ed.) (pp 373-399). New York: Guilford Press.

March 20, 2009:

- a. Nichols, M. P. and Schwartz, R. C. (2009). *The Essentials of Family Therapy*. (4th Ed.). Chapter 7 and 8
- b. From the Reader: Johnson, S. M., Greenman, P. S. (2006). The path to a secure bond: Emotionally Focused Couple Therapy. *Journal of Clinical Psychology: In Session*, Vol. 62 (5), 597 – 609

March 21 and 22, 2009: On-site class

March 29, 2009:

- a. Nichols, M. P. and Schwartz, R. C. (2009). *The Essentials of Family Therapy*. (4th Ed.). Chapter 9.
- b. From the Reader: Bettelheim, B. (1983). *Freud and Man's Soul*, (pp 31 – 78).

April 5, 2009:

- a. Nichols, M. P. and Schwartz, R. C. (2009). *The Essentials of Family Therapy*. (4th Ed.). Chapter 10.
- b. From the Reader: Dimidjian, S., Martell, C. R., Christensen, A. (2002). Integrative Behavioral Couple Therapy. In A. S. Gurman & N. S. Jacobson (Eds) *Clinical handbook of couple therapy* (3rd Ed.) (pp 251-277). New York: Guilford Press

April 12, 2009:

- a. Nichols, M. P. and Schwartz, R. C. (2009). *The Essentials of Family Therapy*. (4th Ed.). Chapter 11 and 13
- b. From the Reader, Collins, K. A. (2002). An Examination of Feminist Psychotherapy in North America during the 1980s. *Guidance and Counseling*, 17, no 4, 105 – 111, Summer 2002.

- c. From the Reader, Freedman, J. H., Combs, G. (2002). Narrative Couple Therapy. In A. S. Gurman & N. S. Jacobson (Eds) *Clinical handbook of couple therapy* (3rd Ed.) (pp 308-334). New York: Guilford Press
- d. Milan, S., Kelley, M. K. (2000). Biracial Youth and Families in Therapy. *Journal of Marital and Family Therapy*. Vol. 26, No. 3, 305 – 315. **OR** Biever, J. L., Bobele, M. and North, M. W., (1998). Therapy with intercultural couples: A postmodern approach, *Counseling Psychology Quarterly*; June 1998; 11, pp 181 - 188
- e. From the Reader, Ariel, J., McPherson, D. W. (2000). Therapy With Lesbian and Gay Parents and Their Children. *Journal of Marital and Family Therapy*, Vol. 26, No. 4, 421 – 432 **OR** Bepko, C., Johnson, T. (2000). Gay and lesbian couples in therapy: Perspectives for the contemporary family therapist. *Journal of Marital and Family Therapy*, Vol. 26, No. 4, 409 – 419.

April 24, 2009:

- a. From the Reader, Gottman, J. M, Driver, D, Tabares, A. (2002). Building the sound marital house: An empirically derived couple therapy. In A. S. Gurman & N. S. Jacobson (Eds) *Clinical handbook of couple therapy* (3rd Ed.) (pp 373-399). New York: Guilford Press.
- b. From the Reader, Gottman, J. S. (2004) Extramarital affairs: The pearl in the oyster. In J. S. Gottman (Ed.) *The marriage clinic casebook* (pp 47-68). New York: Norton.
- c. From the Reader, Gottman, J M (1999). The marriage clinic: A scientifically based marital therapy, (pp 379 – 418), New York: Norton. **Extra credit -- administer surveys to a couple.**
- d. From the Reader, Wile, D. B. (2002). Collaborative Couple Therapy. In A. S. Gurman & N. S. Jacobson (Eds) *Clinical handbook of couple therapy* (3rd Ed.) (pp 281-306). New York: Guilford Press.

April 19 - 20, 2009: On-site weekend. Final exam completed and turned in.

April 23, 2008: Final Paper due, by e-mail.

Grading Criteria:

- 1) Class Participation 30%
- 2) Final Exam on Text – 105 multiple choice questions: 35%
- 3) Paper: 35%

Class Participation: Students are expected to arrive on time, attend all class meetings, and participate in class discussion. Class participation must indicate an understanding of the required reading, and an ability to engage in meaningful academic discourse about the topics discussed. 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)
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Present for, and attentive in class 8 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 8 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 8 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) 6 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

Final Paper: Write a paper presenting a couple. The couple you select could be an actual couple that you are working with, a fictitious or historical couple, a couple that you know, or, your own relationship. Briefly tell the couple story and describe the presenting issues. Using two of the theoretical models that we cover during the quarter, articulate the treatment approaches you might take. Include the goals of such treatment, your method of assessment, the initial treatment plan, the challenges you think you might face, and the adjustments you might make to address those challenges. Please cite references from the assigned readings, and, if you wish, other sources. References must be in APA format. Paper is to be e-mailed to the instructor by 10:00 PM, April 23, 2009. 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 problem/ goals 5 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 and goals.	Narrative difficult to understand. Little understanding of problem/goals
Use two of the theoretical	Demonstrates a thorough understanding of	Demonstrates comprehension of both	Demonstrates a beginning of understanding of	Does not indicate adequate

models we covered in class: 8 points	both theories and is very clear as to how to apply theories to couple/family	theories and articulates an reasonable attempt to apply theories	both theories and makes some attempt at applying them	understanding of theories/ application is confused, incomplete
Assessment and treatment planning: 8 points	Comprehensive culturally competent, assessment. Treatment plan is creative, realistic, flexible, well-organized, and clearly consistent with theory/goals.	Good assessment, Treatment plan is realistic, and 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 8 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

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.edu/misc/onlinedblist.html>.

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. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosyu.edu/infolit/>

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, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th 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.