

Course Title: Couples and Family Counseling

Course Number: PC6700A

Section & Times: Spring II: 03/04/2010 - 04/24/2010

Onsite Weekends: 03/20/2010 – 03/21/2010

04/17/2010 – 04/18/2010

Instructor and Contact Information:

Carlos Molina, Ed.D., LMFT

Licensed Marriage and Family Therapist MFC39668

molinalaad@aol.com

(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 Reading

Patterson, J., Williams, L., Grauf-Grounds, C. and Chamow, L. (2009). Essential skills in family therapy. New York: The Guilford Press ISBN 1-60623-305-X

The Family Therapy Treatment Planner by Frank M. Dattilio and Arthur E. Jongsma Jr. (Paperback - April 14, 2000). Jonh 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 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 II (7.5 week courses): 03/11/2010

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 e-college), video viewing, skill practice (via role plays, group process, and dissecting vignettes), course paper, and multiple choice exam.

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

Week 4 Chapters 8, 9, and 10

Week 5 Chapters 11 and 12

Week 6 **final research paper due**

Week 7 TBA

Week 8 Grades are due

2) Family/couple, Clinical case in-class presentation. This paper is due on the second weekend (4/17-18/10) 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.

3) Final Research Paper. The focus of this paper will be on a particular theoretical couple or family treatment modality. Paper is due **on the last day of class (hand delivered to me)**. **Late papers are unacceptable.**

Papers are to be typed, succinctly written, double spaced, conform to APA 4th Edition, and roughly 10 pages (please no longer than 10 pages).

4) In-class 25-multiple choice 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: 30%
 Research Paper: 20%
 Class Participation: 30%
 Final exam: 20%

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. 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.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.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.argosy.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, 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.