

Argosy University
COURSE SYLLABUS

PC6700

Couple and Family Counseling

Spring I & II: 1/11 – 4/24/2009

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

510.217.4746

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: Guilford Press ISBN # 9781593858216 [CHCT]

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

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, 2010

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 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

January 11 or 12: Introductions, overview of course/syllabus, exercise: the significance of narratives, film.

January 18 or 19: Major theories and history of couple/family therapy, be prepared to discuss Chapter 5 [FTO]

January 25 or 26: Be prepared to discuss fundamental concepts in family therapy: Chapters 1, 2, 3 & 4 [FTO]

February 1 or 2: General systems theory, be prepared to discuss transgenerational models: Chapter 8 [FTO] and Chapter 7 [CHCT]

February 8 or 9: Video; Expanded family life cycle; genograms/cases

February 15 or 16: Cognitive behavioral models: be prepared to discuss Chapters 2 & 3 [CHCT] and Chapter 13 [FTO]; Gottman's *7 Principles for Making Marriage Work*; "Crooked Thinking and Combating Distortions"

February 22 or 23: Video; Psychodynamic models: be prepared to discuss Chapter 7 [FTO] and Chapter 6 [CHCT]; "The Paper Exercise/The Attunement Question" Lecture: The Centrality of Projections

March 1 or 2: Emotionally-Focused Couple Therapy: be prepared to discuss Chapter 4 [CHCT] and read pages 231-234 in [FTO]:

March 8 or 9: Experiential models: Whitaker and Satir; Lecture/Exercise: Bader & Pearson model

March 15 or 16: Structural & Strategic Family Therapy: be prepared to discuss Chapters 10 & 11 [FTO] and Chapters 10 & 11 [CHCT]

March 22 or 23: Lecture: First and Second Order Cybernetics; Video

March 29 or 30: Social Construction Models: be prepared to discuss Chapters 8 & 9 [CHCT] and Chapters 14 & 15 [FTO]

April 5 or 6: Exercise: Consultation teams; Affirmative (GLBTA) Couple & Family Therapy: be prepared to discuss Chapter 24 [CHCT]

April 12 or 13: A Comparative View of Family Theories & Therapies: be prepared to discuss Chapter 18 [FTO]

April 19 or 20: Panel discussion: Professional Issues and Ethical Practices: be prepared to discuss Chapter 6 [FTO]; Review of course and final exam; Course and Instructor Evaluations done in class.

Grading Criteria:

- 1) Class Participation 30%
- 2) Final Exam on Texts – 70 multiple choice questions: 35%
- 3) Paper: 35%

Class Participation: Students are expected to arrive on time, attend class regularly, 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. In accordance with University policy, students who miss more than 2 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 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. Briefly tell the couple story and describe the presenting issues. Using one of the theoretical models that we covered 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 5:00 PM, April 16, 2010. 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 models we covered in class: 8 points	Demonstrates a thorough understanding of both theories and is very clear as to how to apply theories to couple/family	Demonstrates comprehension of both theories and articulates an reasonable attempt to apply theories	Demonstrates a beginning of understanding of both theories and makes some attempt at applying them	Does not indicate adequate 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

Rubric for Grading Papers:

Grade	Requirements
A = 90+	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills AND <ul style="list-style-type: none"> • in appropriate APA format AND <ul style="list-style-type: none"> • provides excellent coverage of material
B = 80 – 89	Paper is <ul style="list-style-type: none"> • well thought out with proper grammar/writing skills BUT <ul style="list-style-type: none"> • is missing one component of APA format OR <ul style="list-style-type: none"> • coverage of material is adequate
C = 70 – 79	Paper has <ul style="list-style-type: none"> • poor grammar/writing skills present OR (one or more of the following) <ul style="list-style-type: none"> • APA format is inadequate • Insufficient number of references provided • limited coverage of material
F = <70	Paper is (one or more of the following) <ul style="list-style-type: none"> • disorganized • coverage is not adequate • does not conform to APA format • there is evidence of plagiarism • paper not submitted

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.