

Course Title: Couples and Family Counseling

Course Number: PC6700BLC

Section & Times: Spring II: 3/4/2010 - 4/24/2010
Onsite Weekends: 3/20/2010 – 3/21/2010
4/17/2010 – 4/18/2010

Instructor and Contact Information:

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Required Reading

Patterson, J., Williams, L., Grauf-Grounds, C. and Chamow, L. (2009). Essential skills in family therapy. New York: The Guilford Press ISBN 978-60623-305-4

Course Description:

Welcome to Family and Couples Therapy. My intention for this class is for you to gain a deeper insight into your family of origins dynamics, as well as acquire practical clinical skills. 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.

*****In order to pass this course it is mandatory to attend all four classes in person. It is important to be on time and leave class as scheduled by this instructor. If there is an emergency then you need to consult with this instructor for approval.***

Class begins at 9:15am each day.

The family paper, syllabus, final, genogram, and on-line postings will be discussed on the first day of class. Any questions you have will be addressed.

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), 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 (articles and handouts presented in class).
Week 4	Chapters 8, 9, and 10
Week 5	Chapters 11 and 12
Week 6	Work on course paper and study for Final Exam
Week 7	Course papers are due on 4/18, Final Exam on 4/18. Late papers will not be accepted.
Week 8	Grades are due

2) Complete **Genogram** assignment to be turned in with your paper on the last day of class (4/18/10) with your paper. This assignment is to be done without the

use of a computer- please use pen or pencil. We will review the genogram outline in class on 3/21.

Part 1 Genogram– construct a three generation genogram on yourself – four generations if you include your children. Feel free to include family members as you define as family. Use zig-zag line to show conflict, a dotted line to show distance, and a triple line to show closeness. See figure 5.1 on page 101 of your text for an example.

3) ***Family Self-Study Paper***

The purpose of this assignment are 1) to understand the factors that make each family unique through the study of your own family of origin, and 2) to gain insight into your own personal experience, feelings, thoughts, and attitudes which will influence you as a clinician.

Paper are to be typed, succinctly written, double spaced, conform to APA 4th Edition, and roughly 7 to 9 pages (please no longer than 9 pages).

Include the following:

- I) Discuss your family of origin's background, structure, and functioning. This may include issues related 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, challenges and methods for handling/solving problems. *Select issues most relevant to your family of origin.
- II) Choose two of the following areas and discuss how they play out in your family. Include specific examples to illustrate your point.
 - Displays of emotions
 - Use of power
 - Display of affection
 - Display of rule creation and implementation
 - Display of conflict
- III) Highlight two issues, 1 positive and 1 challenging, arising from your family of origin which may impact your work as a therapist. For a positive example, how do you see yourself utilizing this strength in you practice? How so you see this strength benefiting your clients? For a challenging example, how do you see yourself adjusting or accommodating for this difficulty so it will not interfere with your ability to establish a rapport with your client/patient? What to you need to learn, do, or change to remove or diminish this particular challenge?
- IV) Provide an overall evaluation of your family; apply course material from the text book and lectures. How would you assess your family in terms of progress through developmental stages, differentiation, communication,

individual functioning, boundaries, triangulation, feelings of satisfaction in family roles, self-esteem, problem-solving, joy, intimacy, and respect.

V) Apply a therapeutic modality to your clinical case and describe how you would implement this intervention to treat your family.

Course Papers are due on 4/18/10 on the last day of class (hand deliver to this instructor). Late papers are unacceptable.

The **Final Exam** (multiple choice) will be based on the text book reading required for class and class lectures. The final will be given in class on Sunday 4/18/2010.

As you read the text, complete the Reading Review questions that will be posted on ecollege each week beginning the first week of the semester. This outline will prepare you for the final. We will review the final in class on 3/21/10.

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:

Genogram Assignment:	10%
Family Assignment (paper):	30%
Class Participation:	40%
Final Exam (40 questions)	20%

Genogram Assignment Evaluation Criteria (20 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Genogram 10 points	3 generations (not including children); closeness/distance markings; hierarchy of each generation clearly demonstrated (contained in one horizontal area); ages inside circles or squares	3 generations; closeness/distance markings omitted or hierarchy of generations not clear	3 generations; closeness/distance markings omitted AND hierarchy of generations not clear	No genogram

Family Self-Study Assignment (30 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Family description.(1) 3 points	Rich, thorough and relevant description of family.	Adequate description of family	Minimal description of family	No description of family
Emotion , Power, Roles and Rules (2) 4 points	Fully examined in context of family with relevant examples.	Sufficiently examined with examples given	Listed, but not examined, minimally descriptive examples.	Not examined, nor examples provided
Family Issues Impacting your work as a therapist (3) 7 points	Exceptionally insightful and remediation is fully addressed.	Moderately insightful and remediation is fully addressed.	Marginally insightful and remediation is fully addressed.	Not insightful, nor addressed.
Family Assessment (4) 6 points	Obviously and strongly supported by the facts presented and class material.	Somewhat supported by the facts presented and class material.	Scarcely supported by the facts presented and class material.	Not supported by the facts presented and class material.
Intervention(5) 5 points	Thoroughly addresses identified problems, clear rationale for use, and accurate application of intervention.	Partially addresses identified problems, some rationale for use, and accurate application of intervention.	Minimally addresses identified problems, unclear rationale or inaccurate application.	Does not address problems or apply intervention accurately.

Class Participation Evaluation Criteria (30 points)

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with high energy and assertion.	Pursues goals actively and with some assertion.	Pursues goals with low energy and mostly with prompting from	Fails to set goals.

			others.	
Member goals	Works toward shared goals in a highly cooperative manner.	Works toward shared goals in a cooperative manner; at times with compliance and defiance.	Works toward shared goals mostly with compliance and defiance.	Not cooperative in working toward shared goals
Creating climate of trust and openness	Uses active listening and responding skills which are highly facilitative.	Uses active listening and responding skills which are facilitative.	Uses active listening and responding skills which are minimally facilitative.	Uses active listening and responding skills which are destructively facilitative
Displaying sensitivity	Displays consistent sensitivity to similarities and differences with individuals from varied backgrounds.	Displays sensitivity to similarities and differences with individuals from varied backgrounds.	Displays some degree of sensitivity to similarities and differences with individuals from varied backgrounds.	Lacks sensitivity to similarities and differences with individuals from varied backgrounds.

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

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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

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 are responsible for maintaining an electronic copy of any work submitted, because 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.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when

requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.

