

Course Title: Couples and Family Counseling

Course Number: PC6700A

Section & Times: Spring I: 1/11/2010 - 3/03/2010
Onsite Weekends: 1/23/2010 – 1/24/2010
2/20/2010 – 2/21/2010

Instructor and Contact Information:

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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 1-57230-307-7

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 I (7.5 week courses): February 14, 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

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.

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 paper due on 2/21, Final Exam on 2/21
Week 8	Grades are due

2) Complete **Genogram** assignment to be turned in on the second weekend (2/21/09) with your paper. This assignment is to be done without the use of a computer- use pen or pencil. We will review the genogram outline in class on 1/23.

Part 1 – 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 7 for an example.

Part 2 - On a separate sheet, respond to the historical perspective questions presented in class.

Part 3 - Create a time-line as instructed in class.

Part 4 – Identify one habitual role that derives from your interactions with your mother, father, and/or primary caregiver as instructed in class.

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:

l) 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.

Paper due 2/21/2010 on the last day of class (hand deliver to me). Late papers are unacceptable.

The **Final Exam** (multiple choice) will be based exclusively on the text book reading required for class. The final will be given in class on Sunday 2/21/2010.

As you read the text, complete the Reading Review questions that will be posted on ecollege each week beginning wk of 1/11/2010. This outline will prepare you for the final. We will review the final in class on 1/24/2010.

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:	20%
Family Assignment (paper):	30%
Class Participation:	30%
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
Historical Questions 5 points	Responses to historical questions placed in genogram	Some missing responses	Many missing responses	No responses
Time-line 5 points	Horizontal timeline with chronologic events clearly marked	Horizontal timeline with some chronologic events not clearly marked	Horizontal timeline with most chronologic events not clearly marked	No timeline
Hypotheses 5 points	One or more hypotheses that correlate past with present clearly presented	Hypotheses that correlate past with present with some difficulty to understand	Hypotheses without correlation between past and present	No hypotheses

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	Exceptionally	Moderately	Marginally	Not

Impacting your work as a therapist (3) 7 points	insightful and remediation is fully addressed.	insightful and remediation is fully addressed.	insightful and remediation is fully addressed.	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, accurate application of intervention.	Partially addresses identified problems, some rationale for use, 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 others.	Fails to set goals.
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	Displays sensitivity to similarities and differences with individuals	Displays some degree of sensitivity to similarities and differences with	Lacks sensitivity to similarities and differences with individuals

	individuals from varied backgrounds.	from varied backgrounds.	individuals from varied backgrounds.	from varied backgrounds.
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Note: Member goals include timely submission of email assignments, and online posting.

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

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
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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.