

Argosy University
COURSE SYLLABUS
Couples and Family Therapy
PC 6700

Faculty Information

Faculty Name: Jenifer Persing, Psy.D.

Campus: San Francisco Bay Area

Contact Information: jpersing@argosy.edu

Office Hours: Tuesdays 1pm-6pm; Wednesdays 10:30-3:30 Office #133 (downstairs)
other days and times available by appointment.

All communication from your instructors and the department will be sent to your Argosy email address. You are responsible for checking your Argosy email regularly.

Short Faculty Bio: I am currently core faculty in BA psychology for which I teach Counseling Theories, Interviewing Techniques, Ethics in Psychology, Gender Psychology and Capstone courses. I have been teaching both graduate and undergraduate courses at Argosy for over five years and was Chair of Undergraduate Psychology for three years. In my former clinical work, I provided individual, couples, group and family therapy in a variety of settings including community agencies, day treatment centers, psychological service centers and forensic settings. Theoretically, I identify as an integrationist and my wide-ranging clinical interests include trauma treatment, multi-cultural work, couples and family, spiritual integration and feminist psychology.

Course Description: This course provides a broad theoretical and practical foundation for counseling couples and families is emphasized. It provides a survey of current approaches in family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention.

Course Pre-requisites: None

Required Textbook(s):

Goldenberg, I., & Goldenberg, H. (2004). Family Therapy: An Overview. Seventh Edition. Pacific Grove, CA: Brooks/Cole, Inc. ISBN 10 0495097594.

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 Full Term (15 week courses): March 17, 2008

Spring First Session (7 ½ week courses): February 11, 2008

Spring Second Session (7 ½ week courses): April 3, 2008

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

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Course Objectives:

The student will be able to:

- Demonstrate a basic knowledge of Family Systems theory and its application to counseling
- Discuss the history of marriage and family counseling, including prominent figures and approaches
- Describe theoretical/therapeutic approaches to marriage and family counseling
- Develop an understanding of the role your family has played in your own development as a person, and explore some of the ways this may impact your work as a counselor
- Describe common marriage and family techniques from different models
- Role play/practice basic techniques in couples and family counseling
- Begin to demonstrate the essential ability to form and maintain alliances with diverse family members and family structures.

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.

ASSIGNMENTS

Prior to the first weekend:

1) Prior to the first weekend, read and be prepared to discuss Chapters 1 through 7 in required text: Goldenberg, I., & Goldenberg, H. (2004). *Family Therapy: An Overview*. Seventh Edition. Pacific Grove, CA: Brooks/Cole, Inc. *ISBN 10 0495097594*. This material will be discussed throughout the first weekend, and will show up on your final exam.

Prior to the Second Weekend: Read the remaining chapters in the text and be prepared to discuss them during the second weekend of class. You are also responsible for reading and knowing any materials handed out in class during the first weekend. Any and all materials handed out in class by the professor are subject to showing up on the final exam.

Online Schedule of Assignments – **NOTE:** Online assignments are subject to change at the Instructor's discretion and without prior notice, therefore it is **NOT** recommended to work ahead on these postings. Online assignments will be opened on **Mondays** and your responses to the topic as well as each other must be posted by **Midnight Saturday of the same week** (late postings will be graded down):

Week 1-Due **January 12th**– Log into Argosy Online. **Email me** your phone number(s).
Online Class Topic & Discussion: Please respond to the welcome/introductions post for Week I.

Reading: Goldenberg text 1-7

Week 2- Due **January 19th**- *Class meets 19th and 20th ☺*

Online Class Topic & Discussion: Please respond to online assignment and discussion as directed.

Reading: Goldenberg text 1-7

Week 3, **Due January 26th**

Online Class Topic & Discussion: Please respond to online assignment and discussion as directed.

Reading: Goldenberg text 8-12

Week 4, **Due February 2nd** – ****Autobiographical Family and Genogram Paper Due**.**

Online Class Topic & Discussion: Please respond to online assignment and discussion as directed.

Reading: Goldenberg text 8-12

Week 5, **February 9th** –

Online Class Topic & Discussion: Please respond to online assignment and discussion as directed.

Reading: Goldenberg text 8-12

****Study and prepare for final exam to be given the afternoon of the last Sunday of class, February 17th.** This will be multiple choice and short essay. It will cover all readings and class material. Post any questions you may have at this point regarding course material.

Week 6, **February 16th** – *Class meets 16th and 17th ☺*

****Research Papers due**** to be submitted via email and a paper copy submitted in class. Last weekend of class meeting. Be ready for the final as well as presenting your research papers to your peers in class.

Student Performance Evaluation Criteria and Procedures:

Guidelines for ALL assignments:

~ All written assignments are due on the dates and times stated in the syllabus. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.**

~ Treatment Research Papers **MUST** be in APA format and all works cited must be appropriately referenced. It is recommended that papers be submitted to Turnitin.com prior to being submitted to the Instructor. All papers should be double spaced and in 12 font.

~ All papers must be submitted electronically in Microsoft Word.

Assignment #1: Autobiographical Family and Genogram Paper (75pts) due via email by Saturday midnight of the day given on the schedule.

You will write an autobiography/ paper in which you consider your family of origin, its influences and how it has helped shape the person you are today. One of more the important factors in being an effective counselor is understanding how the influences of your own life affect your role as a counselor. This analysis will correlate with your genogram. More details will be provided the first night of class.

This paper should be 5-7 pages typed.

As an appendix to your autobiographical paper each student will develop a three generational genogram of your own family of origin with all the correct and relevant symbols.

Autobiographical Family and Genogram Paper is worth 75points of the total points toward the final grade and is based on the following:

20pts = Description meets the basic understanding and mastery of assignment concepts.

20pts= Reflective analysis demonstrates insight into reactions and emotions.

35pts = Qualitative analysis reflects appropriate application of class readings and discussions.

Assignment #2 – Treatment Research Paper (75pts) due via email Sunday August 12th. Paper copy due in class the last weekend.

Because of the limited nature of this class, treatment is covered only briefly. In order to expand your knowledge and understanding of treatment of Couples and families, you will research a systems theory and expand on some of the counseling techniques recommended by the perspective. Each paper must incorporate information from your text book and at least three new journal articles from a peer reviewed journal. DO NOT rely on information gleaned from an internet search of your topic. Search in Psych Info or PILOTS databases. Write a 6-10 page typed paper using APA style, which discusses

treatment models and effectiveness. Papers will be shared with other students in the class via in class oral presentation. Topics must be chosen and cleared with Instructor prior to end of the first Sunday of class. Do not start this assignment without prior approval of Instructor. We will take time out to choose topics as a group in class.

The treatment research paper is worth 75points of the total points for the class and is based on the following:

35% = Thoroughness of research and cogent presentation of the recommended treatments.

20pts% = Presentation of relevant content and relevance of cited sources.

20pts = Appropriate use of APA format and professional writing skills.

Additional questions to guide your graduate level written work: Is your paper well organized? Does it reflect a rich analysis of both the material and yourself? Are your thoughts presented clearly and coherently? Did you turn in a rough draft or a final copy? Do you use material from course readings and include references? Do you talk about yourself and your experience in an honest, aware manner? Does your paper meet the page requirement? Did you turn it in on time?

Assignment #3 – Reading & Online Discussions DUE: Each Sunday online by midnight California time.

Each week you are to read the selection required as posted in the schedule, and post at least one response on the discussion board to the lecture and discussion questions provided online by the Instructor. Your participation in the Online Discussions will be graded as part of your Class Participation.

Participation and responses in online assignments as well as class participation will be worth 100pts of the total points for the class and will be based on the following:

Did you arrive to class on time? Did you participate online in a professional and self aware manner? Were you at all time professional and appropriate with you peers? Were you attentive to who ever was speaking? Were you able to appropriately contain yourself given the disturbing material covered by this course? Did you do your best to grasp the material and your countertransferential responses to it?

Assignment #4 – Final Exam (50pts) in class the last Sunday meeting, August 12th.

The final exam will cover all reading material and class material, as well as any additional handouts from the Professor. The exam will primarily be multiple choice with some short answer questions.

Additional Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and

	classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Additional Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Class Participation and Lateness: Class attendance at all sessions is mandatory. I certainly understand there are emergencies in life, but this is an experiential course that requires 100% attendance. Please let me know if you will be late or absent so that I can inform the class. See the chart below for specific in class grading criteria for participation. **Late papers and/or assignments will be graded down. Please talk to me if you think an assignment will be late.**

Class Participation Evaluation Criteria

Criteria	Distinguished Category (A)	Commendable Category (B)	Average Category (C)	Failed Category (F)
Personal goals	Pursues goals with appropriate 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	Uses active	Uses active	Uses active	Uses active

climate of trust and openness	listening and responding skills which are highly facilitative.	listening and responding skills which are facilitative.	listening and responding skills which are minimally facilitative.	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.

Note: Member goals include timely submission of email assignments and online posting as well as being to class on time, and returning from breaks on time.

Grading

Family Autobiography with Genogram Paper	75pts
Treatment Research paper	75pts
Final Exam	50pts
Class Participation - Includes email/online portions of class as well as on campus classroom time	100pts
Total	300pts

93-100	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, Engineer bing & 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.