



COUN 6332: Theories of Marriage and Family Therapy

COUN 6332 is a required course for LPC and LMFT Licensure

College of Education

Department of Educational Leadership and Counseling

Fall 2017

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Office hours: Before class by appointment
Monday – Thursday by appointment, main campus (Huntsville)

Day and time the class meets: 6:00 to 8:50pm, Tuesdays

Location of class: Garrett Teacher Education Center, Huntsville, 131

Course Description: The purpose of this course is to provide students with an overview of prominent marriage and family theories and an understanding of systematic approaches and techniques when working with couples and families.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories

Important: learning to analyze and critically evaluate ideas, arguments, and points of view

Textbooks: Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview, 9th edition*. Boston, MA: Cengage Learning [ISBN-10: 1-305-09296-9; ISBN-13: 978-1-305-09296-9]

Articles for the course are in Blackboard under *RESOURCES/ARTICLES* in the course menu tab.

Course Format: This course will be a combination of lectures, class discussion, reflection papers, and experiential activities. Videos, articles, and discussion will be used to demonstrate the major components of theoretical approaches.

Course Content: An overview of prominent marriage and family theories and an understanding of systemic approaches and techniques when working with couples and families.

Late assignment policy: Submission of assignments to Blackboard must be on time. Students will receive one grade deduction if assignments *up to* one day (24 hrs) late, two grade deductions if assignments are *up to* two days (48 hrs) late, three grade deductions if assignments are *up to* three days (72 hrs) late, and a zero if they are submitted over 72 hrs. past the due date. Only late assignments with extenuating circumstances **and** approved by professor **prior** to assignment's due date will be accepted late without penalty. **All assignments must be uploaded into Blackboard** in the correct location to be considered "submitted." If a student submits the assignment in the wrong area, or submits the wrong assignment, the assignment may still be counted as late.

Missing Assignments: Grades will be determined by number of points earned by the end of the semester. However, all assignments (including tests and blackboard assignments) must be turned in and graded to receive a grade of B or better. Therefore, the student's grade will drop to a C if an assignment is missing, even if the student has enough points for an A or B. The professor is not responsible for notifying students of missing work. It is the student's responsibility to keep up with assignments and due dates.

Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix:

Standards	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	CACREP
Explores a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.	Read chapters on each theory and watch the accompanying DVD.	Quizzes will be completed and graded on Bb.	CMHC G.5.b
Knows the history, philosophy, and trends in marriage, couple, and family counseling.	Read chapters on each theory and watch the accompanying DVD.	Quizzes will be completed and graded on Bb.	MCFC F.1A
Understands a variety of models and theories of marriage, couple, and family counseling.	Read chapters on each theory and watch the accompanying DVD.	Quizzes will be completed and graded on Bb.	MCFC F.1B
Understands family development and the life cycle, sociology of the family, family phenomenology, contemporary families, family wellness, families and culture, aging and family issues, family violence, and related family concerns.	<p>View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.</p> <p>Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model.</p>	<p>Write a treatment plan for the family in your supplemental reading using the case formulation plan provided by the professor. Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the book; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider.</p> <p>Write a paper about what you learned using the structure provided as an outline for your paper. This assignment should be written in APA style in Microsoft Word and submitted electronically through Blackboard.</p>	MCFC F.1D
Understands issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society.	<p>View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.</p> <p>Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model.</p>	<p>Write a treatment plan for the family using the case formulation plan provided by the professor. Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the book; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider.</p> <p>Write a paper about what you learned using the structure provided as an outline for your paper. This assignment should be written in APA style in Microsoft Word and submitted electronically through Blackboard.</p>	MCFC F.2B, F.2F

Understands how living in a multicultural society affects couples and families.	Read the assigned chapters and article and construct a cultural genogram of your family to present to the class.	Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and an autobiographical narrative of what you have learned about yourself and your family from the assignment. Discuss the impact of the above issues on your development as a therapist.	MCFC F. 2M
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.	Write a treatment plan for the family using the case formulation plan provided by the professor. Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the book; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider.	CMHC – C.8
Knows the disease concept and etiology of addiction and co-occurring disorders	Read assigned articles (Fogarty and Berenson articles) and write a paper demonstrating an understanding of the influence of alcohol problems on the family system.	Graded paper that demonstrates understanding, reflects satisfactory writing skills and acceptable organization. See assignment and rubric.	CMHC – C.4
Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Read the assigned chapters and article and construct a cultural genogram of your family to present to the class.	Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and an autobiographical narrative of what you have learned about yourself and your family from the assignment. Discuss the impact of the above issues on your development as a therapist.	CMHC – E.2
Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.	Write a treatment plan for the family using the case formulation plan provided by the professor. Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the video; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider.	CMHC – G.1

NCATE Unit Standards – Standards for the College of Education

<http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf>

<http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

Course Assignments and Evaluation: All assignments due by 6:00pm on the day of class. All Written Assignments need to be in APA style, written in Word, with appropriate font, spacing, and headings.

- 1. Chapter Assessments (170 points)** - Short quizzes. A short quiz will occur each week to check on student understanding of assigned reading and to help students prepare for the final examination. Multiple-choice, true-false, and short answer questions will be used. **(10 points each/170 points).**
- 2. EFT and the Gottman Method Reflection Paper (50 points)** - Read articles/chapters in Blackboard on *Emotionally Focused Couple Therapy* (by Susan Johnson & Wayne Denton) and *Building the Sound Marital House* (by John Gottman, Driver, & Tabares). Write a three to four page reflection on these articles. Upload to Blackboard.
- 3. Articles Assignments (50 points):** Students will read two articles: *Alcohol and the Family System* by Berenson and *Emptiness and Closeness* by Fogarty. After reading these articles, compare them to Bowen's multigenerational family therapy in a reflection paper. Write a two to four page reflection relevant to how these three readings relate and include how this information would assist you when working with families with substance use and abuse issues.
- 4. Cultural Genogram (150 points)** - Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and a 3-5 page autobiographical narrative of what you have learned about yourself and your family from the assignment. *You may also include roles you have played in your family, triangles, cross-generational coalitions, and/or feedback loops and how those affected you.* Discuss the impact of the above issues on your development as a therapist. Note countertransference issues that may arise for you as a family therapist.
- 5. Family Interview (150 points)** - Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model (found under Course Documents in blackboard). Write a three to five page paper about what you learned using the structure as an outline for your paper.
- 6. Teaching the Chapter (100 points)** – Each student will be responsible for teaching the content of one model of family therapy from one chapter in the textbook to the class. A power point presentation created by the student will be used. In addition, a handout developed by the student will be provided for the class, and the student will lead the class in an activity associated with that particular theory of family therapy.
- 7. Final examination (150 points).** The final examination will consist of writing a Treatment Plan over video case study. View end of course video assigned to this course and write a treatment plan for the family using the case formulation plan

provided by the professor. Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the video; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider. This part will be completed at home and turned in through Blackboard.

- 8. Participation, Professionalism, and Preparedness (100 points):** Students are expected to exhibit professional behavior at all times while in the counseling program, according to ACA ethical guidelines. Students are to come to class on time and prepared for discussion of the assigned readings for that class and prepared to participate in class activities and role plays. Students complete and submit all assignments when due.

Evaluation Points:

Berenson and Fogarty Articles	50
Gottman & EFT Articles	50
Genogram	150
Family Interview	150
Teaching the Chapter	100
Quizzes	170
Final Exam	150
Participation/Professionalism/Preparedness	<u>100</u>

TOTAL POSSIBLE POINTS 920

Grade Determination:

- A = 920 - 828
- B = 827 - 736
- C = 735 – 644
- F = 643 and Below

ASSIGNMENTS AND RUBRICS

1. Chapter Assessments and rubric

Chapter Assessments - Short quizzes. A short quiz will occur each week to check on student understanding of assigned reading and to help students get ready for the final examination across chapters. Multiple-choice, true-false, and short answer questions will be used. (10 points each/150 points) Assignment #1 is a short quiz that occurs in each week and covers each chapter. Some weeks multiple quizzes will need to be taken due to multiple chapters covered. You are to complete the quizzes on Blackboard. Scores of 10 or 9 are proficient; 8 or 7 are adequate; below 7 is failing.

RUBRIC:

Chapter 1 – 17 Quizzes	10 pts each	
TOTAL POINTS	170	

2. Reflection Paper Assignment Gottman and EFT Chapters and rubric

Emotionally Focused Couple Therapy and the Gottman Method (50 points): Read articles/chapters in Blackboard on *Emotionally Focused Couple Therapy* (by Susan Johnson & Wayne Denton) and *Building the Sound Marital House* (by John Gottman, Driver, & Tabares). Write a 3 to 4 page reflection on these articles using appropriate APA style. Do not write an abstract. Include a cover page, main body of reflection, and references only. Follow the reflection guides located in RESOURCES/WRITING HELP

RUBRIC:

Reflects an understanding of the relationship among the readings	35	
Demonstrates excellent writing skills and use of APA APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none">Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors.Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off.If your page length falls below or exceeds the expectations, 1 point will be deducted.	10	
Organizes paper for clarity and conciseness.	5	
Total	50	

3. Articles Assignments (Berenson and Fogarty) and rubric

Reflection paper (50 points): Read the two assigned readings (Berenson's *The Alcoholic Family System* and Fogarty's *Emptiness and Closeness*) and Chapter 8 in the text that describes Bowen's Multigenerational Model of Family Systems. Write a 2 to 4 page reflection relevant to how these three readings relate and include how this information would assist you when working with families with substance use and abuse issues. Include a cover page, main body of reflection, and references only.

RUBRIC:

Reflects an understanding of the relationship among the readings	35	
Demonstrates excellent writing skills and use of APA APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none">Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors.Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off. If your page length falls below or exceeds the expectations, 1 point will be	10	

deducted.		
Organizes paper for clarity and conciseness	5	
Total	50	

4. Cultural Genogram Assignment and rubric

Cultural Genogram (150 points). Create a three-generation genogram of your family-of-origin; a time-line of your family's life; a wheel of influence; and a 3-5 page autobiographical narrative of what you have learned about yourself and your family from the assignment. *You may also include roles you have played in your family, triangles, cross-generational coalitions, and/or feedback loops and how those affected you.* Discuss the impact of the above issues on your development as a therapist. Note countertransference issues that may arise for you as a family therapist.

RUBRIC:

Constructs a cultural genogram using the Kenneth Hardy model of a cultural genogram	30	
Includes a time-line of the family's life	15	
Includes a wheel of influence	15	
Writes an autobiographical narrative and discusses impact of the above on the student's development as a family therapist using APA style and submitted to Bb. Grading will be on depth and breadth of self-reflection, noting any countertransference issues. Including additional aspects of your role in your family is beneficial, but not required (see italics above)	75	
APA Style, grammar, spelling, formatting and length <ul style="list-style-type: none"> Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 7 points will be deducted for APA errors. Grammatical and spelling errors will be graded as follows: Up to 7 points off can be deducted for errors. Minimal errors = 1 - 3 points off; moderate errors = 4 – 5 points off; significant errors in structure, spelling, and grammar = 6 - 7 points off. If your page length falls below or exceeds the expectations, 1 point will be deducted. 	15	
Total	150	

5. Family Interview Assignment and rubric

Family Interview Assignment (100 points): Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model. Write a 3 to 5 page paper about what you learned using the structure as an outline for your paper. This assignment should be written in APA style in Microsoft Word and submitted electronically through Blackboard.

RUBRIC:

Utilized APA format Demonstrates excellent writing skills and use of APA <ul style="list-style-type: none"> • APA Style, grammar, spelling, formatting and length • Each APA error will count .25 off. If you repeatedly make the same error, the points off will also repeat. Up to 5 points will be deducted for APA errors. • Grammatical and spelling errors will be graded as follows: Up to 4 points off can be deducted for errors. Minimal errors = 1 point off; moderate errors = 2 – 3 points off; significant errors in structure, spelling, and grammar = 4 points off. • If your page length falls below or exceeds the expectations, 1 point will be deducted. 	10	
Utilized the assigned interview structure	15	
Detailed key points of the interview	25	
Elaborated on the understanding generated from interviewing a family from a different culture	50	
Total	100	

6. Teaching the Chapter and rubric

Teaching the Chapter Assignment (100 points): Each student will be responsible for teaching the content of one model of family therapy from one chapter in the textbook to the class. In addition, each student will be responsible for leading a class discussion for that model of family therapy, including providing a handout, leading a class activity, and using discussion questions to stimulate conversation and enhance learning.

RUBRIC:

Adequate overview of material	25	
Use of a visual aid/multimedia	25	
Inclusion of discussion questions	25	
Providing a handout to the class	10	
Leading a class activity	15	
Total points	100	

7. Final examination.

The **final examination (150 points)** will consist of writing a Treatment Plan over a video case study. You will view the end of course video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor. Pick at least one model, but no more than three models, of family therapy or counseling to (a) develop an assessment of the family involved in the video and discuss why intervention at that particular point in time; and (b) provide a treatment plan for the family, discussing some of the interventions you might consider. You may use an integrated approach but your integration needs to make sense and your interventions need to fit into the theory(ies)

you chose, as well as the interventions fit the objectives and problems. Final exam to be discussed later in the semester.

RUBRIC:

Treatment plan demonstrates understanding of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders	45	
Treatment plan integrates 1 to 3 models of family therapy	45	
Treatment plan reflects the results of the assessment component of the assignment and reflects the value of completing a family assessment prior to development of treatment plan	25	
Assessment demonstrates understanding of the importance of assessment when working with families and couples	20	
Writing is clear, concise, and organized	15	
Total points	150	

8. Participation, Professionalism, and Preparedness

Participation, Professionalism, and Preparedness (50 points): Students are expected to exhibit professional behavior at all times while in the counseling program according to ACA ethical guidelines. Students are expected to come to class on time and prepared for discussion of the assigned readings for that class and be prepared to participate in class activities and role plays. Students are expected to complete and submit all assignments when due.

RUBRIC:

Arrives fully prepared at every session ready to participate (focused, materials ready/read)	35	
Plays an active role in discussions (minimal involvement decreases scores)	35	
Supports, engages, and listens to peers	20	
Turns in all assignments when due	10	
Total	100	

††All assignments must be completed to receive credit for the course regardless of number of points earned. Unless specified, all assignments must be uploaded into blackboard in the correct assignment location to receive credit. If you accidentally upload the wrong assignment and catch your error prior to the due date, you can upload the correct assignment and that one will be graded instead.

Tentative Course Outline:

Week of (Tues)	Chapters/Class Discussions	Assignments for the Week	Due Tuesdays 6:00pm unless noted
8/29/17	No class - Hurricane		
9/5/17	Introduction, review syllabus and course requirements, journaling and reflection articles, assign chapters for presenting, Chapter 1: Adopting a Family Relationship Framework, History and development of family therapy	<p>Read Chapters 1 & 8 for next week;</p> <p>Take quiz on chapter 1 this week</p> <p>Also, read Genograms in “Articles” in blackboard.</p> <p>Go to Videos in blackboard and watch the video titled “Genogram Instructions – Marriage and Family.” Be prepared to discuss at next class meeting</p>	
9/12/17	<p>Discuss Chapter 8 Transgenerational Models of Family Therapy related to genogram project</p> <ul style="list-style-type: none"> Teaching the chapter assignment for chapter 8 to be covered on 10/3 Discuss Genogram Questions; 	<p>Read Chapters 2 - 4</p> <p>Take Quiz chapter 8 this week</p> <p>Read article of your choice on family functioning related to any outcomes (substance use, mental health, spiritual issues) Be ready to discuss in class next week (summary, like/dislike, application)</p>	Ch 1 Quiz Due 9/12 at 6:00pm
9/19/17	<p>Discuss Chapters 2 - 4</p> <ul style="list-style-type: none"> Family Development Diversity in Family Functioning Systems Theory and Systemic Thinking Discuss Articles 	<p>Read Chapter 5 - 6</p> <p>Take Quiz Chapters 2 – 4 this week</p>	<p>Ch 8 Quiz Due 9/19 at 6:00pm</p> <p>Article Discussion on Family Functioning</p>
9/26/17	<p>Discuss Chapter 5 - 6</p> <ul style="list-style-type: none"> Origins and Growth of Family Therapy Professional Issues & Ethical Practices 	<p>Read Chapter 7</p> <p>Take Quiz for Chapter 5 – 6 this week</p>	Ch 2 - 4 Quiz Due 9/26 at 6:00

10/3/17	<p>Discuss Chapter 7 Teaching the Chapters</p> <ul style="list-style-type: none"> • Psychodynamic Models (Ch 7) <ul style="list-style-type: none"> ○ Adlerian (Watts, Dinkmeyer, Carlson) ○ Object Relations • Transgenerational Models (Ch 8) <ul style="list-style-type: none"> ○ Bowen Family Theory & Family Systems Therapy ○ Contextual Therapy 	<p>Read Chapter 9</p> <p>Take Chapter 7 Quiz this week</p> <p>Read a Journal Article of your choice related to professional Issues and Ethical Practices to be discussed next week (summary, like/dislike/application)</p>	<p>Ch 5-6 Quiz Due 10/3 at 6:00pm</p>
10/10/17	<p>Discuss Chapter 9</p> <ul style="list-style-type: none"> • Experimental Models <ul style="list-style-type: none"> ○ Symbolic-Experiential Family Therapy, ○ Human Validation Process Model, ○ Emotionally Focused Therapy • Discuss Articles 	<p>Read Chapter 10</p> <p>Take Chapter 9 Quiz this week</p> <p>Read a Journal Article of your choice related to one of the models of family therapy in this course (ex. Gottman, Satir, Bowen, Adlerian, Etc.) and be ready to discuss next week. Choose something that you might be able to apply. (summary, like/dislike, application)</p>	<p>Ch 7 Quiz Due 10/10 6:00pm</p> <p>Discuss Article on Prof. Issues and Ethical Practices</p> <p>Reflection Paper due Emotionally Focused Couples/ Gottman</p>
10/17/17	<p>Discuss Chapter 10</p> <ul style="list-style-type: none"> • Structural Model <ul style="list-style-type: none"> ○ Structural Family Theory/Therapy • Discuss articles 	<p>Read Chapter 11</p> <p>Take Chapter 10 Quiz this week</p>	<p>Ch 9 Quiz Due 10/17 6:00pm</p> <p>Discuss Articles on Application of Models</p>
10/24/17	<p>Discuss Chapter 11</p> <ul style="list-style-type: none"> • Strategic Models <ul style="list-style-type: none"> ○ MRI Interactional & Brief Family Th. ○ Strategic Family Therapy (Haley & Madanes) ○ Milan Systemic Model 	<p>Read Chapters 12</p> <p>Take Chapter 11 Quiz this week</p> <p>Read a different Journal Article of your choice related to one of the models of family therapy in this course (ex.</p>	<p>Ch 10 Quiz Due 10/24 6:00</p> <p>Reflection Paper Berenson and Fogarty due</p>

		Gottman, Satir, Bowen, Adlerian, Etc.) and be ready to discuss next week. Choose something that you might be able to apply. (summary, like/dislike, application)	
10/31/17	<p>Discuss Chapter 12</p> <ul style="list-style-type: none"> Behavioral and Cognitive-Behavioral Models <ul style="list-style-type: none"> Gottman Method Discuss articles 	<p>Read Chapter 13 & 14</p> <p>Take Chapters 12 Quiz this week</p> <p>Read a different Journal Article of your choice related to one of the models of family therapy in this course (ex. Gottman, Satir, Bowen, Adlerian, Etc.) and be ready to discuss next week. Choose something that you might be able to apply. (summary, like/dislike, application)</p>	<p>Ch 11 Quiz Due 10/31 6:00pm</p> <p>Discuss Articles on Application of Models</p>
11/7/17	<p>Discuss Chapter 13 & 14</p> <ul style="list-style-type: none"> Social Construction I <ul style="list-style-type: none"> Solution Focused Brief Therapy Social Construction II <ul style="list-style-type: none"> Narrative Therapy Discuss articles 	<p>Read Chapters 15</p> <p>Take Chapter 13 & 14 Quizzes this week</p> <p>Read a journal article related to one of the populations mentioned in chapter 15 related to family therapy. Be ready to discuss next week</p>	<p>Ch 12 Quiz Due 11/7 6:00</p> <p>Discuss Articles on Application of Models</p> <p>Genogram Assignment Due 11/7</p>
11/14/17	<p>Discuss Chapter 15</p> <ul style="list-style-type: none"> Population-Based Family Treatment Discuss articles 	<p>Read Chapter 16</p> <p>Take Chapters 15 Quiz this week</p> <p>Find and Review journal article over an evidence-based family therapy to be discussed next week.</p>	<p>Ch 13 & 14 Quizzes Due 11/14 6:00pm</p> <p>In class discussion of articles</p>

11/21/17	Discuss Chapter 16 <ul style="list-style-type: none"> • Evidence-Based Family Therapy • Discuss articles 	Read Chapters 17 Take Chapter 16 Quiz this week	Ch 15 Quiz Due 11/21 6:00pm Family Interview Assignment is due 11/21 In class discussion of articles
11/28/17	Discuss Chapter 17 <ul style="list-style-type: none"> • Family Theories/Therapies: Comparative Overview 	Take Chapters 17 Quiz this week Watch Video for Exam and take Exam (Case Study)	Chapter 16 Quiz Due 11/28 6:00pm
12/5/17	No Class – (Exam at home)	Final Exam – Case Study at Home	Ch 17 Quiz Due 12/5 at 6:00pm Final Exam Due 12/5/17 at 10pm

SHSU Advanced Dispositions and Diversity Proficiencies

As a graduate student in the College of Education, it is expected that you will have experiences with P-12 students in diverse settings, and that you will develop proficiency in working with diverse populations in your professional role. These experiences may or may not be directly related to your course work, and should be a product of the different settings where you have been employed or sought additional knowledge. In order to meet the standards* Sam Houston State University has adopted you are required to document **multiple and varied (diverse) field experiences**. Additionally, you will complete written reflections highlighting your experiences. The goal of this requirement is to record your experiences in diverse settings, reflect upon these experiences and provide evidence of your development in knowledge, skills, and dispositions. Your reflections, the location, date and time, and characteristics of your field experiences will be uploaded into TK20 as part of an existing course assignment or part of your culminating portfolio (as specified by your program of study). The reflections will also provide evidence of mastery of each the *SHSU Advanced Dispositions and Diversity Proficiencies*. These are attached along with the rubric that will be used for scoring.

Multiple and varied areas of diverse field experiences include participation with exceptional populations of students and students from different ethnic, racial, gender, socioeconomic, and language groups [see the resource definitions for appropriate terminology at the end of this

section]. It is expected that some of these experiences will not occur at your current place of employment. We understand that the term “field experience” may not fully fit your circumstance and information you provide. You may use past or current employment placements.

The following guiding questions are to help in reflecting on these experiences:

- In what ways have your experiences been diverse? Be specific about the types of diversity among the students and professional staff.
- How extensive were these experiences? How long did they last? How much did you participate (rather than observe) in this setting? How did you interact with the students?
- What issues did you confront relating to diversity that affected student learning?
- What strategies did you develop for improving student learning?
- How did this experience help you grow as an education professional and person?
- Which element(s) of the Advanced Dispositions and Diversity Proficiencies were addressed within this reflection?

REMEMBER to document diverse experiences and your reflections in TK20. The assignment will be sent to you as determined by your program requirements. Indicate the characteristics of each diverse setting using any of the following terms:

Students with Exceptionalities (e.g., students with IEPs, students identified as gifted)

Ethnic and/or Religious Diversity (may include differences in cultural characteristics, i.e., language, religion, geography/national origin, food, dress, music, etc.)

Racial Diversity (e.g., African American, Asian, Eastern European, Native American, Middle Eastern, South American, Western European, etc.)

Gender Differences

Socioeconomic Diversity (e.g., middle class, lower-middle class, homeless, children living in poverty, upper-middle class, upper class, etc.)

Linguistic Diversity (e.g., English Language Learners, Bilingual, Limited English Proficiency)

Terms used in discussions of Diversity in Education and in Educational Settings

Diversity	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
Culture	a broad concept that encompasses everything used to describe a people; e.g., their shared ways of knowing, thinking, perceiving, creating, evaluating, interacting, and doing.
Ethnicity	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.

Intercultural	respectful interchange (more than recognition) between and among individuals, groups, and nations.
Interdependence	need for and benefit in interacting with, learning from, and working together.
Minority	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
Multiculturalism	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
Race	a social construct used to classify people on visible characteristics

Modified from definitions compiled by Dr. Brenda Forster, Professor of Sociology, Elmhurst College

COURSE REQUIREMENTS:

Student Syllabus Guidelines

You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure:

<http://www.shsu.edu/syllabus/>.

Counseling Program Attendance Policy

1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected beforehand. 2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. 3) A drop of a letter grade will occur for each subsequent absence. 4) Repeated lateness will count towards an absence.

Academic Dishonesty

Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#).

Students violating the APA 6th Edition Style Manual guidelines for plagiarism will, on the first occasion, earn a grade of zero for the applicable assignment. A second instance of plagiarism will cost a letter grade deduction from the overall class grade. A grade of F for the class will be applied to a third offense.

Student Absences on Religious Holy Days

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and is allowed to take an examination or complete assignments from which the student is excused (within a reasonable time).

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

<http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf>

Students with Disabilities Policy

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination.

Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.

NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see:

<http://www.shsu.edu/~vaf/www/aps/811006.pdf>

Visitor Policy

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Professionalism Policy

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Points for professionalism may be deducted for any unprofessional and/or inappropriate acts including, but not limited to frequent tardiness (at the beginning of class or after breaks) and/or absences; texting and/or talking in class; computer usage not related to class; unethical actions; lack of involvement in reflection; lewd attire; or disrespectful behavior (face-to-face or online) towards faculty, supervisors, practice clients, and/or colleagues that does not improve following direction. There are *fifty* points associated with professionalism; therefore, your grade may be lowered based upon your actions. Students are expected to participate in all class activities, discussions, and demonstrations.

Cell Phone Policy

Sam Houston State University [Academic Policy Statement 100728](#). Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination. Please return phone calls and texts during the scheduled break and not during class. Points will be deducted for failure to adhere to this requirement.

Recording Policy

Students who wish to record lectures or class content must request permission from the professor prior to doing so. The nature of counselor preparation courses is such that students may sometimes share personal information, or the personal information of others who contribute to their assignments such as volunteers for assessment instruments, interviews, and other practice activities. This requires that we respect the privacy of clients/students and volunteers. Therefore, students must secure permission from the professor prior to taping. If permission to record is granted by the professor, students must cease taping when fellow students share personal or confidential information during class. In addition, in order to promote an academic atmosphere of trust, respect, and safety, students may not take pictures or make videos with cell phones or other electronic or mechanical devices without the permission of the professor and fellow students who would be included.

Student Conduct

Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

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