



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

Instructor: Kate Walker, Ph.D., LPC/LMFT Supervisor
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Office hours: by appointment

Day and time the class meets: Wednesday 5:30 – 8:20 PM

Location of class: TWC 338

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.

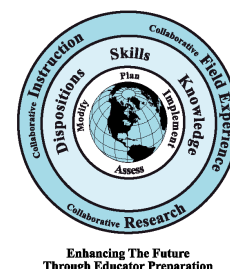
Course Content: An overview of prominent marriage and family theories and an understanding of systemic approaches and techniques when working with couples and families.

Late assignment policy: Submission of assignments must be on time. Students will receive one grade deduction for assignments turned in after class ends, two grade deductions if assignments are two days late, three grade deductions if assignments are three days late, and a zero beyond that. **Please note some assignments will be indicated pass/fail if they are turned in late.** 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 handed in during class or emailed before class begins** 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 complete a reflection paper and theory chart for each | Complete reflection papers and theory charts will be submitted on time | G.5.b |
| Knows the history, philosophy, and trends in marriage, couple, and family counseling. | Read chapters on each theory and complete a reflection paper and theory chart for each | Complete reflection papers and theory charts will be submitted on time | MCFC F.1A |
| Understands a variety of models and theories of marriage, couple, and family counseling. | Read chapters on each theory and complete a reflection paper and theory chart for each | Complete reflection papers and theory charts will be submitted on time | 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. | View videos assigned to this course, assess the fictional family and write a treatment plan for the family | Write a treatment plan for the family (a) develop an assessment of the family and (b) provide a treatment plan for the family, discussing some of the interventions you might consider. | MCFC F.1D |
| 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. | Interview a functional family from a different culture than your own, using a structure provided by the professor. | Write a paper about what you learned using the structure provided as an outline for your paper. This assignment should be written in Microsoft Word and submitted on time. | 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. | View videos assigned to this course, assess the fictional family and write a treatment plan for the family | Write a treatment plan for the family (a) develop an assessment of the family and (b) provide a treatment plan for the family, discussing some of the interventions you might consider. | MCFC F.2B, F.2F |

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|---|--|---|--------------------|
| 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. | Interview a functional family from a different culture than your own, using a structure provided by the professor. | Write a paper about what you learned using the structure provided as an outline for your paper. This assignment should be written in Microsoft Word and submitted on time. | 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 videos assigned to this course, assess the fictional family and write a treatment plan for the family | Write a treatment plan for the family (a) develop an assessment of the family 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 videos assigned to this course, assess the fictional family and write a treatment plan for the family | Write a treatment plan for the family (a) develop an assessment of the family 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/SBEOnline/standtest/edstancertfieldlevl.asp>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:
http://www.shsu.edu/~edu_edprep/

Course Assignments and Evaluation: All assignments due at the beginning of each class period. All Written Assignments need to be written in Word, Times New Roman 12 Point font, appropriate spacing, margins, and headings.

Evaluation Points:

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| Berensen and Fogarty | 50 |
| Gottman, Johnson, Walsh | 50 |
| Teaching the Chapter/Role Plays | 50 |
| Genogram | 100 |
| Family Interview | 100 |
| Participation/Professionalism/Preparedness | 240 |
| Reflections/Theory Chart | 240 |

TOTAL POSSIBLE POINTS 830

Grade Determination:

- A = 830-747
- B = 746 - 664
- C = 663 - 581
- F = 580 and Below

ASSIGNMENTS AND RUBRICS

- 1. Emotionally Focused Couple Therapy, Walsh Healthy Divorce Process, and the Gottman Method (50 points):** Write a 4 page minimum 5 page maximum reflection relevant to
 - how these three readings relate
 - how this information will assist you when working with couples
 - how these readings impact you personally

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| Reflects an understanding of the relationship among the readings related to the three bullet points | 30 |
| Demonstrates excellent writing skills, structure, organization, spelling, and grammar | 10 |
| Thoughts are organized | 10 |
| Total | 50 |

2. Berenson's The Alcoholic Family System and Fogarty's Emptiness and Closeness (50 points): Read the two assigned readings Write a 4 page minimum 5

page maximum reflection relevant to

- how these two readings relate
- how this information will assist you when working with families with substance abuse issues
- how these readings impact you personally

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|---|-----------|
| Reflects an understanding of the relationship among the readings related to the three bullet points | 30 |
| Demonstrates excellent writing skills, structure, organization, spelling, and grammar | 10 |
| Thoughts are organized | 10 |
| Total | 50 |

3. Genogram (100 Points)

- Create a genogram that reflects three generations (for example your parents, you, and your children). Use only initials. Include symbols that identify roles you have played in your family, triangles, cross-generational coalitions, and/or feedback loops and how those affected you (Hardy article)
- Identify a MAXIMUM of three patterns. These can include race, ethnicity, culture, health patterns, marital/partnership patterns, career patterns, education, mental health, addictions, etc. One pattern MUST relate to culture.
- Write a 3-5 page (TNR 12 pt font) autobiographical narrative that includes:
 - The three patterns you identified
 - Any cultural blind spots/biases that could affect/trigger counter transference
 - How this affects your development as a therapist
- You will present your genogram to the class using your paper for reference. Please only include what you feel comfortable sharing.
- You may hand draw or use genogram software.

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| Constructs a cultural genogram with at least 3 generations that tracks three patterns including one pattern related to culture | 60 |
| Includes 3 – 5 page autobiographical narrative (does not need to be APA) that includes the three patterns, blind spots, and a discussion of the effects on development as a therapist | 20 |
| 15 min presentation that shows how the genogram includes the three patterns, blind spots, and a discussion of the effects on development as a therapist | 20 |
| Total | 100 |

- 4. Chapter Reflections/Theory Chart (240 Points Total/20 Points Each)** Reflections (Theory Chart will be attached starting with Chapter 7) will be submitted each week to check on student understanding of assigned reading. These reflections must be Times New Roman, 12 font double spaced and minimum two pages plus one paragraph in length. Does not need to be APA.

- a. Full 20 Points – reflection will use at least 10 words* from the chapter glossary plus one reference to the article (if applicable)
- b. 0 - 10 Points – reflection have fewer than 10 words from the chapter glossary or are missing the theory chart (if applicable)
- c. 0 Points – reflection is late

*Professor will provide glossary if one is not available in textbook

5. Family Interview Assignment (100 Points)

Conduct a minimum 15 - 20 minute interview with a functional couple/family from a different culture or life cycle than your own, using questions listed below. Write a 3 to 5 page paper (TNR, 12 font) about what you learned. Present a 15 minute discussion about what you learned to the class.

Complete assignment will include:

- Memorandum of Understanding (MOU)
- Transcription of five minutes of your interview.
- Two page critique of the interview that will assess the strengths and weaknesses of you as the interviewer.
- Two page description/assessment of the couple/family against the developmental models/tasks discussed in class.
- Presentation to the class

The stages for the couple/family to be interviewed are:

- A young couple with no children or a couple of any age with no children.
- A family with young children (0 to 10 years of age)
- A family with pre-teens or teenagers
- A family launching children
- A family in later life

Questions for the interview:

1. What are the biggest tasks/challenges for your family in this life-cycle stage?
2. What is different/the same for how you had imagined your life at this point?
3. What do you anticipate for the next stage of the family life-cycle?
4. What goals have you set for the next five (5) years and 10 years as a family?
5. Prepare two questions based on the family life cycle emotional processes and 2nd order changes as discussed in Chapter 2 of your text. Be creative!

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| MOU turned in on time | 10 | |
| Preview recording was presented on time | 10 | |
| Paper included a thorough critique | 20 | |
| Life cycle was clearly identified and assessed | 20 | |

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| Interview consisted of all four questions plus two original questions | 20 | |
| Presentation thoroughly covered the life cycle, interview, and interview questions | 20 | |
| Total | 100 | |

6. Presenting a Chapter/Group Role-Play Activity (50 points):

Each student will be responsible for presenting one theory from the book and watch ALL of the following movies:

- Hope Springs
- This is Where I Leave You
- Iron Man 3

Student will use their theory chart to write a MAXIMUM three-page **assessment** according to:

- The assigned theory (what is the problem?).
- Family development and the life cycle
- Social issues surrounding the IP/IP's family (blended issues/addiction/mental illness/health and wellness/aging)
- Culture/gender
- One other issue you choose to address

Student will write a MAXIMUM three-page **treatment plan** based on the assigned theory addressing:

- What does better look like
- Strategies you will use to get there
- About how long it will take
- How will termination occur?
- One other treatment-related point you choose to address (the role of the therapist, special considerations particular to that theory, etc.)

The student will role-play the 'therapist' and selected classmates will role-play the 'clients' and present a MAXIMUM ten-minute role play based on one of the movies above.

Student role playing the therapist will be graded according to:

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| Theory is recognizable because it uses language and information from the assigned theory | 15 |
| Role-play is at least 5 minutes and no more than 10 minutes in length | 15 |
| Written assessment is MAX three pages and addresses points a - e | 10 |
| Written treatment plan is MAX three pages and addresses points a - e | 10 |
| Total points | 50 |

7. Participation, Professionalism, and Preparedness (240 points/20 points per class):

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.

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| Arrives fully prepared at every class ready to participate (focused, materials ready/read) | 5 |
| Plays an active role in discussions (minimal involvement decreases scores) | 5 |
| Supports, engages, and listens to peers | 5 |
| Turns in all assignments when due | 5 |
| Total | 20 |

Tentative Course Outline:

| Date | Lecture/activity | Assignment Due | Homework |
|------|--|---|---|
| 8/23 | <ul style="list-style-type: none">• Introduction• Review syllabus• Chapter 1 -2• Adopting a Family Relationship Framework• Family Development: Continuity and Change | | <ul style="list-style-type: none">• Read chapters 1, 2, 3, 4 and Hardy article and write a reflection• Locate a couple willing to be interviewed for the Family Life Cycle Interview and ask them to sign the MOU• Watch movies for Chapter Presentation Role/Play Assignment• Begin Genogram assignment |
| 8/30 | <ul style="list-style-type: none">• Chapter 3-4 discuss or quiz• Discuss Hardy Article• Watch Privilege Video• Assign groups for Chapter Role-Play Presentations | <ul style="list-style-type: none">• Reflection• MOU with couple | <ul style="list-style-type: none">• Conduct the Family Life Cycle Interview• Read chapters 5 and 6 and Framo article and write a reflection |
| 9/6 | <ul style="list-style-type: none">• Chapters 5-6 discuss or quiz• Role play ethical vignettes | <ul style="list-style-type: none">• Reflection• All movies watched | <ul style="list-style-type: none">• Read chapter 7 and Scharff and Scharff article and write reflection plus theory chart• Prepare 2-3 minutes of your interview to present in class• PD Group prepare role play• PD Assignment |

| Date | Lecture/activity | Assignment Due | Homework |
|--------------|--|---|---|
| 9/13 | Psychodynamic Models <ul style="list-style-type: none"> Chapter 7 and article discuss or quiz PD Group presentation | <ul style="list-style-type: none"> Reflection and theory chart PD group present PD assignment due Share 1 – 2 minutes of your recorded interviews and your first impressions of your interviewees | <ul style="list-style-type: none"> Read chapter 8 and Bowen article and write reflection plus theory chart TG Group prepare role play TG Assignment Complete family/couple interview assignment |
| 9/20 | Transgenerational Models <ul style="list-style-type: none"> Chapter 8 and article discuss or quiz TG group presentation Some couple/family interview presentations | <ul style="list-style-type: none"> Reflection and theory chart TG group present TG assignment due Couple/Family Interview paper due | <ul style="list-style-type: none"> Read chapter 9 and Johnson/Denton article and write a reflection plus theory chart EXP Group prepare role play EXP Assignment |
| 9/27 | Experiential Models <ul style="list-style-type: none"> Chapter 9 and articles discuss or quiz EXP Group presentation Some couple/family interview presentations | <ul style="list-style-type: none"> Reflection and theory chart EXP group present EXP assignment due | <ul style="list-style-type: none"> Read chapter 10 and write a reflection plus theory chart Read Fogarty and Berenson and begin working on 50 point assignment STRUCT Group prepare role play STRUCT Assignment |
| 10/4 | Structural Model <ul style="list-style-type: none"> Chapter 10 and articles discuss or quiz EXP Group presentation Some couple/family interview presentations | <ul style="list-style-type: none"> Reflection and theory chart STRUCT group present STRUCT assignment due | <ul style="list-style-type: none"> Reach chapter 11 and Tomm article and write a reflection plus theory chart STRATEGIC Group prepare role play STRATEGIC Assignment |
| 10/11 | Strategic Model <ul style="list-style-type: none"> Chapter 11 and articles discuss or quiz STRATEGIC Group presentation Finish couple/family interview presentations | <ul style="list-style-type: none"> Reflection and theory chart STRATEGIC group present STRATEGIC assignment due | <ul style="list-style-type: none"> Read chapter 12 and Gottman and Walsh articles and write a reflection plus theory chart BEHAVIORAL/CBT Group prepare role play BEHAVIORAL/CBT Assignment Genogram assignment due next week |
| 10/18 | Behavioral and CBT Models <ul style="list-style-type: none"> Chapter 12 and articles discuss or quiz BEHAVIORAL/CBT Group presentation Some genogram presentations | <ul style="list-style-type: none"> Reflection and theory chart BEHAVIORAL/CBT group present BEHAVIORAL/CBT assignment due | <ul style="list-style-type: none"> Reach chapter 13 and DeShazer article and write a reflection plus theory chart SOLN FOCUSED/COLL Group prepare role play SOLN FOCUSED/COLL Assignment |

| Date | Lecture/activity | Assignment Due | Homework |
|---------------------------------|--|--|--|
| 10/25 | Sol'n Focused/Colloaborative <ul style="list-style-type: none"> Chapter 13 and articles discuss or quiz SOLN FOCUSED/COLL Group presentation Some genogram presentations | <ul style="list-style-type: none"> Reflection and theory chart SOLN FOCUSED/COLL group present SOLN FOCUSED/COLL assignment due | <ul style="list-style-type: none"> Reach chapter 14 and Hoffman article and write a reflection plus theory chart NARRATIVE Group prepare role play NARRATIVE Assignment |
| 11/1 | Narrative <ul style="list-style-type: none"> Chapter 14 and articles discuss or quiz NARRATIVE Group presentation Some genogram presentations | <ul style="list-style-type: none"> Reflection and theory chart NARRATIVE group present SOLN NARRATIVE assignment due | <ul style="list-style-type: none"> Fogarty Berenson Paper due next week – be prepared to discuss |
| 11/15 | <ul style="list-style-type: none"> Final genogram presentations Discuss Berenson and E&C article | <ul style="list-style-type: none"> Fogarty Berenson Paper due | <ul style="list-style-type: none"> Gottman, Walsh, and Johnson paper due 11/29 – be prepared to discuss Personal introspective on class |
| 11/22 T- Giving | No class | | |
| 11/29 – Last Day | <ul style="list-style-type: none"> Any missing presentations Discuss Gottman, Walsh, and Johnson articles Personal introspective on class | | |

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

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| 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

ACADEMIC DISHONESTY:

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](#)

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

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 shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

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 participation and 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

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.

VISITORS IN THE CLASSROOM:

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.

Bibliography:

- Berenson, D. (1979). The therapist's relationship with couples with an alcoholic member. In E. Kaufman & P. N. Kaufmann (Eds.), *Family therapy of drug and alcohol abuse* (pp. 233-242). New York: Gardner Press.
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- Bruhn, R. (1993). Family systems counseling. *TCA Journal*, 21, 69-83.
- Fogarty, T. (1979). Marital crisis. In P. Guerin (Ed.), *Family therapy--Theory and practice* (pp.325-327). New York: Gardner.
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