



## **COUN 6332: Theories of Marriage and Family Therapy Spring 2018**

*COUN 6332 is a required course for M.A. in Clinical Mental Health Counseling and M.A. in Marriage, Couples, and Family Counseling, and is a required course for LPC and LMFT Licensure in Texas*

**College of Education, Department of Counselor Education**

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

**Class 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.

**Class day and time:** Thursday 5:30 – 8:20 PM

**Class Location:** SHSU TWC 253

### **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.

### **Textbooks:**

Goldenberg, I., Stanton, M., & Goldenberg, H. (2017). *Family therapy: An overview, 9<sup>th</sup> 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

**Course Objectives:** The following objectives will be met during this course:

**2009 & 2016 CACREP Standards Matrix**

<b>Standards</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performance-based)</b>	<b>CACREP</b>
Knows the history, and development 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 2009 A.1. MCFC 2016 F.1.a
Understand theories and models family systems and dynamics	Read chapters on each theory  Watch videos	Quizzes will be completed and graded on Bb.  Teaching the chapter  In-class quiz competition	MCFC 2009 A.5  MCFC 2016 F.1b 2016
Understands the sociology of the family, family phenomenology, and family of origin theories	View video assigned to this course and write an assessment and plan of treatment using one theory covered in the course  Interview a functional family from a different culture than your own, using a structure provided by the Adlerian family therapy model.	Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.  Write a paper about what you learned using the Adlerian structure provided as an outline for your paper. This assignment should be written in APA style in Microsoft Word	MCFC 2009 A. 6 2  MCFC 2016 5.1d

Understands the theories and models of marriage, couple, and family counseling, and understand assessment relevant marriage, couple and family counseling	<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>Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.</p> <p>Write a paper about what you learned using the structure provided as an outline for your paper.</p>	<p>MCFC 2009 C.1</p> <p>MCFC 2016 F.1.b; F.1.e; F.2.c; F.2.f</p>
Understands cultural factors relevant to marriage, couple, and family functioning, including the impact of immigration	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.	<p>MCFC 2009 E. 1</p> <p>MCFC 2016 5.2m</p>
Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	View video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.	Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.	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 articles 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.  Present articles in class in a discussion format	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 video assigned to this course and write a treatment plan for the family using the case formulation plan provided by the professor.	Assess the family in the video for the final and write a plan of treatment using one theory covered in this course. The paper will be in essay form, not treatment plan format. A template will be given to students for the proper format of the paper.	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/edstancertfieldlevl.asp>

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

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

**Essential:** Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

**Important:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; Learning how to find, evaluate, and use resources to explore a topic in depth

#### Course/Instructor Requirements:

This course is an entry level course designed to introduce students to the theories and dynamics of family therapy. Therefore, no prerequisites are required.

#### MCFC Specialty area KPI:

The following is the *Key Performance Indicator* (KPI) for specialization in the MCFC track as we understand it at this point in the CACREP assessment self-study. Additionally, the following KPI

will be assessed at three time points as indicated in the rubric below.

The MCFC student has the ability to distinguish between the major models and theories of MCFC and can identify 5 common dynamics of distressed couples and families, which occur over the lifespan. The student has the ability to implement treatment in a couple or family internship case of at least four sessions, using case management skills, identifies and addresses MCFC ethical dilemmas as they arise (through supervision), and applies a wellness focus to the treatment plan and intervention. The student uses one or more MCFC theories or approaches to conceptualize and create treatment plans that integrate knowledge of the impact of larger systems, and horizontal and vertical stressors on couples and families. Additionally, the student can describe the approach-related formal and informal assessments, diagnostics, and intervention techniques. The MCFC student knows MCFC professional organizations. The student can articulate a plan for employment, certification, licensure, ethical decision making, and professional involvement as a MCFC.

Assessment Structure:

Level 1 Assessment (after 6332, 6334, and 8 core classes)	Level 2 Assessment (Completed during COUN 6333 class)	Level 3 Assessment (Completed during COUN 6386 II)
30 multiple choice questions related to theories and dynamics	Apply MCFC knowledge and skills to a case study. During examinations.	Case presentation addressing all knowledge and skills
20 multiple choice questions related to MCFC profession and ethics		Essay addressing MCFC professionalism and licensure

## Course Outline

### ASSIGNMENTS AND RUBRICS

**1. Emotionally Focused Couple Therapy, Walsh Healthy Divorce Process, and the Gottman Method (100 points):** Write a 4 page minimum 6 page maximum reflection relevant to:

- how these three readings relate – explain how they are the same and where they differ
- how this information will assist you when working with couples
- how these readings impact you personally

#### RUBRIC:

Address all three bullets thoroughly	40
Thoughts are organized	40
Demonstrate excellent writing skills, structure, organization, spelling, and grammar	20
<b>Total</b>	<b>100</b>

## 2. Berenson's The Alcoholic Family System and Fogarty's Emptiness and Closeness

**(100 points):** Write a 4 page minimum 6 page maximum reflection relevant to:

- how these three readings relate – explain how they are the same and where they differ
- how this information will assist you when working with couples
- how these readings impact you personally

### RUBRIC:

Address all three bullets thoroughly	40
Thoughts are organized	40
Demonstrate excellent writing skills, structure, organization, spelling, and grammar	20
<b>Total</b>	<b>100</b>

## 3. Cultural Genogram (100 Points)

- a. Create a genogram that reflects three generations (for example your parents, you, and your children). Use only initials. Include symbols that identify patterns. Please track CULTURE (use the Hardy article as a framework) and two other things from this list:
  1. health/illness
  2. mental health
  3. career
  4. culture/race/ethnicity issues
  5. education
  6. marriage/partnerships/divorce/blended families
  7. addiction
  8. YOUR CHOICE

You may hand draw your genogram or use genogram software. It must be neat so you can present it to the class.

- b. Using information from the Hardy article write a 5 page minimum - 6 page maximum paper and include:
  - The three patterns you identified. Include any roles you have played in your family, triangles, cross-generational coalitions
  - Any blind spots/biases that could affect/trigger counter transference
  - How this exercise has affected your development as a counselor
- c. Present your genogram and the findings from your paper to the class. Presentation should be a minimum of 15 minutes and no more than 20 minutes. Please only include what you feel comfortable sharing.

Cultural genogram is neat, covers 3 generations, and tracks three patterns	20
Paper addresses all three bullets (b) thoroughly	30
Paper demonstrates excellent writing skills, structure, organization, spelling, and grammar	20
15 – 20 min presentation covers the three bullets from the paper	30
<b>Total</b>	<b>100</b>

#### 4. Chapter Reflections Plus Theory Chart and Discussion (120 Points Total/15 Points Each)

Complete eight reflection papers based on assigned chapters and readings. Discuss your reflections in class. Each reflection will be attached to a corresponding theory chart. Your reflections and discussion will:

- Showcase your understanding of assigned chapters, articles, and theories utilizing your personal experiences and family dynamics
- Be two pages plus one paragraph in length
- Incorporate at least 10 words from the chapter glossary\*

Each theory chart must:

- Conform to the template provided for you
- Accurately utilize the language of the theory

Some theories may have more than one key person or idea. These charts are for you to use when you study for your comprehensive exams so organize them either by creating several charts, or by including more than one idea per chart.

#### RUBRIC:

Reflection contains at least 10 words* from the chapter glossary, utilizes personal experiences, demonstrates an understanding of the theory, is the correct number of pages in length and is structurally and grammatically correct	5
Theory chart is accurate	5
Actively participate in discussion in class	5
<b>Total *Must be turned in on time or student receives a zero for the week*</b>	<b>15</b>

\*Glossary will be available at the end of class each week.

#### 5. Family Interview Assignment (100 Points)

Conduct an interview with a functional couple/family from a different \*culture and life cycle than your own:

- 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

Use the information from the interview to create a written assessment of the family's adjustment to their current life cycle stage. Include a written critique of yourself as the interviewer. Give a 15 minute presentation to the class about what you learned.

Complete assignment will include:

- Memorandum of Understanding (MOU)
- Written transcription of five minutes of your interview
- One page minimum critique of your interview that will assess your strengths and weaknesses as an interviewer

- Minimum two/maximum three page assessment of the couple/family in their particular life cycle stage against their culture and the developmental models/tasks discussed in class
- Presentation to the class

**\*See the definition of culture in this syllabus.**

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 2<sup>nd</sup> order changes as discussed in Chapter 2 of your text.

#### **RUBRIC:**

MOU turned in on time	10
Preview recording presented on time	10
Critique paper addresses your strengths and weaknesses	20
Assessment paper lists all interview questions and it addresses the family's culture and life cycle	20
Papers are the correct number of pages in length and are structurally and grammatically correct	20
Presentation is 15 minutes in length and thoroughly covers the assessment and critique	20
<b>Total</b>	<b>100</b>

#### **6. Presenting a Chapter/Group Role-Play Activity (30 points):**

Each student will be responsible for choreographing a role play based on one theory from the book and one of the following movies:

- a. This is Where I Leave You
- b. Hope Springs
- c. Lars and the Real Girl

Write a script for a five minute role play based on your assigned theory. You will be in the role of therapist and you will choose others in class to be the counseling clients. Your script will:

- a. Ask your clients what is the presenting issue today
- b. Contain ideas for interventions based on your client's life cycle stage, culture, and the theory you are using

Everyone will watch ALL of the movies so students selected to help with the role-plays will be able to stay in character

Student role playing the therapist will be graded according to:

Script is written and the theory is recognizable	15
Role-play is at least 5 minutes and no more than 10 minutes in length	15
<b>Total points</b>	<b>30</b>



**7. Final examination (150 points).** The final examination will consist of conducting an assessment and writing a paper discussing how to treat a family from a particular theory that was covered in class. You will watch a short (1:30) movie in class about a family and will choose a point in the movie where the family will enter treatment. You can choose any presenting issue that you observe in the movie. You will conceptualize the problem from the theory of your choice and will complete the assessment in class while watching the movie. During the last part of class you will write a paper regarding how your theory of choice can be applied to this family's situation. The outline for the paper will be discussed and will be included in Blackboard.

**RUBRIC:**

The student demonstrates an understanding of systemic thinking and the theory of choice	40
The student demonstrates an ability to apply the theory using the case study <ul style="list-style-type: none"> <li>• Hypothesis 30</li> <li>• Problem formation/maintenance 30</li> <li>• Structure of therapy role of therapist, focus of treatment, therapeutic goals, how family interactions are assessed, techniques, how change occurs) - 30 points</li> <li>• Termination 10</li> </ul>	100
Writing is clear and organized with minimal errors (Grammatical)	10
Total points	150

***††All assignments must be completed to receive a grade of A or B 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.***

**Grades:**

**All assignments due at the beginning of class.** APA title page, headings, and references are not required; however, students are expected to display APA/graduate-level writing skills and use appropriate font, spacing, and structure.

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

- *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)

<b>Diversity</b>	broad term referring to the variety of points of view, of experience, and of making meaning that encompasses complex differences in groups and individuals.
<b>Culture</b>	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.
<b>Ethnicity</b>	cultural characteristics such as language, religion, geography/national origin, food, dress, music, etc.
<b>Intercultural</b>	respectful interchange (more than recognition) between and among individuals, groups, and nations.
<b>Interdependence</b>	need for and benefit in interacting with, learning from, and working together.
<b>Minority</b>	any group that has less power than the majority as evidenced by lower pay, restricted opportunities, limited political access, and other forms of discrimination.
<b>Multiculturalism</b>	recognition of variety, complexity, and contributions of cultures; the recognition of the value of diversity.
<b>Race</b>	a social construct used to classify people on visible characteristics

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

### Evaluation Points:

Berensen and Fogarty	100
Gottman, Johnson, Walsh	100
Chapter Role Play	30
Genogram	100
Family Interview	100
Reflections/Theory Chart/Discussion	120
Chapter 1 – 6 Exam	100
Final Exam	150

<b>TOTAL POSSIBLE POINTS</b>	<b>800</b>
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**Grade Determination:**

A = 800 - 720  
B = 719 - 640  
C = 639 - 560  
F = 559 and below

**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 submitted 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.

### **Tentative Course Schedule:**

<b>Date</b>	<b>Lecture/activity</b>	<b>Assignment Due</b>	<b>Homework</b>
<b>1/18</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Review syllabus</li> <li>• Chapter 1 -2</li> <li>• Adopting a Family Relationship Framework</li> <li>• Family Development: Continuity and Change</li> </ul>		<ul style="list-style-type: none"> <li>• Read chapters 1, 2, 3, 4 and Hardy article</li> <li>• Locate a couple willing to be interviewed for the Family Life Cycle Interview and ask them to sign the MOU</li> <li>• 1 page genogram rough draft</li> </ul>
<b>1/25</b>	<ul style="list-style-type: none"> <li>• Chapter 3-4 discuss or quiz</li> <li>• Watch Privilege video</li> <li>• Assign groups for chapter Role-Play presentations</li> <li>• Discuss Hardy article and Genogram Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Genogram rough draft on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapters 5 and 6 and Framo article and write a reflection</li> <li>• Watch movies for Chapter Presentation Role/Play Assignment</li> </ul>
<b>2/1</b>	<ul style="list-style-type: none"> <li>• Chapters 5-6 discuss or quiz</li> <li>• Group process ethical vignettes</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in MOU</li> </ul>	Study for Blackboard Exam
<b>2/8 NO CLASS</b>	Blackboard Exam over chapters 1 - 6		<ul style="list-style-type: none"> <li>• Read chapter 7 and Scharff and Scharff article and write reflection plus theory chart</li> </ul>

<b>Date</b>	<b>Lecture/activity</b>	<b>Assignment Due</b>	<b>Homework</b>
<b>2/15</b>	<b>Psychodynamic Models</b> <ul style="list-style-type: none"> <li>Chapter 7 and article discuss or quiz</li> <li>PD example role play</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 1 and theory chart – be prepared to share with class</li> <li>All movies watched</li> </ul>	<ul style="list-style-type: none"> <li>Prepare 2-3 minutes of your interview to present in class</li> <li>Read chapter 8 and Bowen article and write reflection plus theory chart</li> <li>TG prepare role play</li> </ul>
<b>2/22</b>	<b>Transgenerational Models</b> <ul style="list-style-type: none"> <li>Chapter 8 and article discuss or quiz</li> <li>TG role play</li> </ul>	<ul style="list-style-type: none"> <li>Share 1 – 2 minutes of your recorded interviews and your first impressions of your interviewees</li> <li>Reflection 2 and theory chart</li> </ul>	
<b>03/01 No Class</b>	<b>Blackboard discussion over Psychodynamic and Transgenerational Models</b>	Upload paper in to Blackboard: Emotionally Focused Couple Therapy, Walsh Healthy Divorce Process, and the Gottman Method	<ul style="list-style-type: none"> <li>Read chapter 9 and write a reflection plus theory chart</li> <li>EXP prepare role play</li> </ul>
<b>3/08</b>	<b>Experiential Models</b> <ul style="list-style-type: none"> <li>Chapter 9 and articles discuss or quiz</li> <li>EXP role play</li> <li>Begin couple/family interview presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 3 and theory chart</li> <li>EXP role play</li> <li>Family Interview Assignment</li> </ul> <b>Critique Paper and Interview Paper</b>	<ul style="list-style-type: none"> <li>Read chapter 10 and write a reflection plus theory chart</li> <li>STRUCT prepare role play</li> </ul>
<b>3/15 Spring Break</b>			
<b>3/22</b>	<b>Structural Model</b> <ul style="list-style-type: none"> <li>Chapter 10 and articles discuss or quiz</li> <li>EXP role play</li> <li>Some couple/family interview presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 4 and theory chart</li> <li>STRUCT role play</li> </ul>	<ul style="list-style-type: none"> <li>Read chapter 11 and Tomm article and write a reflection plus theory chart</li> <li>STRATEGIC prepare role play</li> </ul>
<b>3/29</b>	<b>Strategic Model</b> <ul style="list-style-type: none"> <li>Chapter 11 and articles discuss or quiz</li> <li>STRATEGIC role play</li> <li>Finish couple/family interview presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 5 and theory chart</li> <li>STRATEGIC role play</li> </ul>	<ul style="list-style-type: none"> <li>Read chapter 12 and write a reflection plus theory chart</li> <li>BEHAVIORAL/CBT prepare role play</li> </ul>

<b>Date</b>	<b>Lecture/activity</b>	<b>Assignment Due</b>	<b>Homework</b>
<b>4/05</b>	<b>Behavioral and CBT Models</b> <ul style="list-style-type: none"> <li>Chapter 12 and articles discuss or quiz</li> <li>BEHAVIORAL/CBT role play</li> <li>Begin genogram presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 6 and theory chart</li> <li>BEHAVIORAL/CBT role play</li> <li><b>Genogram Paper Due</b></li> </ul>	<ul style="list-style-type: none"> <li>Read chapter 13 and DeShazer article and write a reflection plus theory chart</li> <li>SOLN FOCUSED/COLL prepare role play</li> </ul>
<b>4/12</b>	<b>Sol'n Focused/Collaborative</b> <ul style="list-style-type: none"> <li>Chapter 13 and articles discuss or quiz</li> <li>SOLN FOCUSED/COLL role play</li> <li>Some genogram presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 7 and theory chart</li> <li>SOLN FOCUSED/COLL role play</li> </ul>	<ul style="list-style-type: none"> <li>Read chapter 14 and Hoffman article and write a reflection plus theory chart</li> <li>NARRATIVE prepare role play</li> </ul>
<b>4/19</b>	<b>Narrative</b> <ul style="list-style-type: none"> <li>Chapter 14 and articles discuss or quiz</li> <li>NARRATIVE role play</li> <li>Finish genogram presentations</li> </ul>	<ul style="list-style-type: none"> <li>Reflection 8 and theory chart</li> <li>NARRATIVE role play</li> </ul>	
<b>4/26</b>	<b>Chapter 15</b> <ul style="list-style-type: none"> <li>Finish any missing presentations</li> </ul>	<ul style="list-style-type: none"> <li><b>Fogarty Berenson Paper Due</b></li> </ul>	
<b>5/03</b>	<b>Final Exam</b>		

## Student Guidelines

### University Policies

- SHSU Academic Policy Manual – Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Disabled Student Policy #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
  - Technology during instruction: Cell-phones and laptops should be put away during course instruction/discussion unless student has received previous approval and/or the device is needed for learning
  - Technology during exams: No electronic devices are permitted during exams. All devices must be turned off and not in view of students or instructor.
  - Technology in emergencies: Students must get permission to use electronic devices for emergency purposes.
- 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.

## **Attendance**

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.

## **Course Expectations**

### ***Professionalism/Preparedness/Participation 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, preparedness, participation 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. Your grade may be lowered based upon your actions. Students are expected to participate in all class activities, discussions, and demonstrations. 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.

### ***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.

### ***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.

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