



DOANE UNIVERSITY

SYLLABUS

COU 653 Foundations of Marriage and Family Therapy

Course Content

<i>Course Number:</i>	COU 653
<i>Course Title:</i>	Foundations of Marriage and Family Therapy
<i>Course Dates:</i>	May 22, 2017-July 22, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Blake Sandusky, PhD, LIMHP, LMFT, LPC
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<i>Office Email:</i>	blake.sandusky@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Meeting Times:</i>	Thursdays 6:00 pm-10:30 pm

Course Description

The purpose of this course is to help students develop conceptual knowledge and effective professional skill conducting marital and family therapy. The course involves an examination of foundation theories, models, and methods of intervention with couples and families with an emphasis on systems theory. Students will develop family and couple treatment plans and after practice, be able to successfully demonstrate the application of theoretical and practical therapy in simulated family systems cases. Upon successful completion of the course, students will be able to: recognize the differences between individual, couple, and family emotional and behavior difficulty; conceptualize individual, couple and family problems using a systemic framework; and demonstrate appreciation of the history of the family therapy movement and contributions of leading theorists. **Prerequisite: COU 601, COU 602.**

Course Objectives:

1. Students will develop an understanding of and application of varying theories of change specifically developed/adapted for use with families and couples across the individual and family lifespan. (CACREP 2.F.3.a) (CACREP 2.F.5.a)
2. Students will understand the application of systemic theory and varying systems effects on individuals, couples, and families. (CACREP 2.F.3.f)
3. Students will learn to utilize culturally relevant couples and/or family interventions from a system perspective that promote resilience and optimum development for families/couples across the lifespan (CACREP 2.F.3.i)
4. Students will learn to apply systems theory as a perspective to conceptualizing work with couples and families. (CACREP 2.F.5.b) (5.C.1.c)
5. Students will learn about ethical and cultural issues in the application of technology assisted counseling in work with couples and families. (CACREP 2.F.5.d)
6. Students will apply theories developed and adapted for use with couples and families in conceptualizing couples and family issues including interpersonal skills needed to work effectively with couples and families. (CACREP 2.F.5.f) (CACREP 2.F.5.g)
7. Students will learn to apply evidenced-based interventions specific to couples and families. (CACREP 2.F.5.j)
8. Students will learn how a systemic perspective can be applied in developing a personal model of counseling including an evidenced-based theoretical perspective (CACREP 2.F.5.n).

REQUIRED TEXT:

Nichols, M.P. (2017). *Family therapy: Concepts and methods*. (11th ed.). Pearson Educational. Upper Saddle River, NJ. ISBN: 978-0-13-382660-9

SUPPLEMENTAL TEXT:

All supplemental readings will be assigned in class and will be posted and available on the class's blackboard page.

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assessment
2.F.3.a	theories of individual and family development across the lifespan	Reading Questions Role-Play Case Conceptualization Final Exam
2.F.3.f	systemic and environmental factors	Reading Questions Role-Play

	that affect human development, functioning, and behavior	
2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Role-Play Case Conceptualization Final Exam
2.F.5.a	theories and models of counseling	Reading Questions Role-Play Final Exam
2.F.5.b	a systems approach to conceptualizing clients	Role-Play Case Conceptualization
2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Reading Questions Final Exam
2.F.5.f	counselor characteristics and behaviors that influence the counseling process	Role-Play
2.F.5.g	essential interviewing, counseling, and case conceptualization skills	Role-Play Case Conceptualization
2.F.5.j	evidence-based counseling strategies and techniques for prevention and intervention	Role-Play
2.F.5.n	processes for aiding students in developing a personal model of counseling	Reading Questions Case Conceptualization
5.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Case Conceptualization

Measurement of Outcomes

Assignments (Direct): Intervention Paper; Case Conceptualization Presentation; Reading questions; Final exam

Instructor Evaluations (Indirect): Participation points; Role play exercise

Instructional Methods

This class will include direct lecture; class discussion; videos for case conceptualization; in class activities; reading assignments; experiential activities;

Suggestions for getting the most out of this Course

1. Read the content of this syllabus and ask any questions you may have about anything included. The sooner you clarify a question the more successful you can be with completing the requirements of this course.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings. Therefore, the better acquainted you are with the content the more you will get out of the activities/discussions planned for each class. Additionally, there will be reading questions for each assigned reading that will be reflected in your final grade.
3. Ask questions! The content in this class is, more than likely, going to be completely new to you and everyone else. Ask questions about anything that you aren't sure about or are confused by (you won't be the only one wondering).
4. Participate, participate, participate! This class is designed to include discussion. The more that you are involved the more you will get out of the class. I believe that we learn best from reflecting on the learning of others, therefore listen to what your classmates are saying/asking, apply that to your own understanding, and then offer that thought to the class to ponder on too.
5. Be willing to take a risk. Volunteer to role-play in class, this is a time in a safe place to apply and work with the different theories and techniques that we discuss in class. You want to practice now, not when you have your first family sitting across from you!

Course Requirements

1. Reading Assignments (20 points each; 160 points total)-Livetext

You will be given a reading assignment to complete prior to each class meeting including discussion-based questions. This means that you are asked to

thoroughly answer each question based on your understanding of the reading assignment for the week. Your answers to these questions should be uploaded as a word document to the corresponding assignment in Livetext. These questions are in-depth questions designed to ensure you have some grasp on the content. Any issues/questions about the assignments should be addressed via email to the instructor at least one day prior to class meeting times.

2. Role-Play Activity (50 points; 25 evaluation and 25 intervention paper)-Livetext

You will complete a role-play in class with you as the counselor. All class members will be divided into groups of 3+. The group will be asked to develop a family issue of their choosing. At least two members will be a “family/couple” and one member will play the “counselor” working with the “family”. The role of the counselor is to conduct a 10-minute session with the “family”

The counselor will need to demonstrate the application of an evidenced-based intervention. This can include an intervention from any systemic theoretical framework but **MUST** have an evidence-based background (i.e., you have some research to back-up this intervention.) You will additionally need to write a 3-5 page (APA style) “how to” on the intervention. This will include information about the intervention, what theoretical background the intervention comes from, and any research based on the theory/intervention you are using.

You as the counselor will be evaluated based on your application of the technique with the family using the rubric attached and in the evidenced based theoretical nature of the intervention.

3. Family/Couple Case Conceptualization (200 points)-Livetext

You will be given a case that includes a family and/or couple. This case will include all information needed to develop a case conceptualization from a systemic perspective and including a theory of change developed or adapted to work with couples and families.

Your case conceptualization should include the following information:

- Client Background/Identified Client
- Presenting Concern
- Analysis of client strengths
- Analysis of client perspective
- Barriers to treatment
- Diversity issues
- Application of systemic based theory
- Overall case conceptualization

You will be asked to develop and give a presentation of your conceptualization of the case in class. Your presentation will be given in conjunction with other students with the same case, however, this is an individual assignment not a group project. All students with the same case will be giving their presentation together. This way we will be able to discuss varying perspectives and theory application of the same case. The purpose of giving presentations in this manner is NOT to compare students' work, but to encourage in class discussion of varying viewpoints/perspectives and in the application of systemic theories and how systems theory can affect the development/application of a theoretical perspective.

4. Final Exam (100 points)-In Class

Students should be prepared to take their licensure exams; therefore a structured exam will be given at the end of the last class. This exam will include multiple-choice questions, including content from the entire term. Students will be given a study guide, which includes all content that will be on the exam. Additionally, a study time prior to the exam will be offered in class in which students may ask questions of information they are unsure of. However, you are encouraged to study the entire semester and to ask questions of content you are unsure of during the term, both in and out of class, by contacting the instructor via email or scheduling a meeting in the office.

5. Participation (90 points)

Students are expected to come to class prepared (i.e., having read, completed their reading questions, have assignments ready, etc.). A participation grade will be given based on students being prepared to engage in class through in class activities (i.e. discussion, role-plays, asking questions, etc.). Students will be given 10 points per class meeting. Points for participation will be given based on the following:

Full participation: (10-8)

Most participation (7-5)

Partial participation (5-3)

No participation (2-0)

Full Participation: Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

Most Participation: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

Partial Participation: Passive participation -- present, awake, alert, attentive, but not actively involved.

No Participation: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

Evaluation Criteria

Final Grade

The final grade will be based on the following criteria:

Case Conceptualization	33%
Reading Quizzes	27%
Final Exam	17%
Participation	15%
Role-Play	8%

Grading Scale:

A+	100-97	B+	89.9-87	C+	79.9-77	D+	69.9-67	F	Below 60
A	96.9-93	B	86.9-83	C	76.9-73	D	66.9-63		
A-	92.9-90	B-	82.9-80	C-	72.9-70	D-	62.9-60		

Expectations

- Attendance and Participation:** It is expected that you will attend every class meeting prepared to participate. Being prepared means that you have completed all assigned readings and reading quizzes. Additionally, prepared means that you have any assignments due that day completed prior to attending class. Should you miss **MORE THAN TWO CLASSES** you will not receive a passing grade for this class. Participation is 15% of your grade in this class.
- Classroom Behavior:** Students are expected to act as graduate students. This means that you are to be open to assessing and evaluating all student comments as well as being open to having your own comments assessed and evaluated. Graduate learning is an on-going collaborative process. Therefore, students

should be respectful and open to all others in the classroom. Additionally, graduate students are expected to be prepared and on-time for class. Students should additionally be professional at all times. Being professional includes being on time, being respectful, being prepared, being attentive, being open to learning, etc.

3. **Late Assignments:** Students will receive a **5 point deduction** for all late assignments. This includes all reading questions, which should be completed prior to class meeting time. The instructor will not be available to help with technological issues the day of class, you are encouraged to complete reading assignments and questions any day prior to class day, however you are open to complete them before class if you choose.

Any in class assignment (e.g., role-plays) must be completed on the day that you have chosen. Due to the time frame given for each class, moving role-plays would become overly difficult and affect the learning of other students. Therefore, in class role-plays must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

4. **Use of Technology:** Students are asked to behave as graduate students (see 2 above), therefore students should use their own discretion on the use of technology. Any use of computers or phones should be for classroom use only. Should you need to make a call/text please leave the classroom as talking or texting could distract others from learning. Be respectful to the instructor and other students in your use of technology in the classroom.
5. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work and do not give ownership of others work will at minimum be given a zero for that assignment.
6. **Email:** Students should expect to communicate with the instructor through the official Doane University email system. This includes me communicating with you at your given Doane University email and you emailing with me at my official Doane University email (given on the first page).

Tentative Schedule

Date	Topic	Reading Assignment	Assignment Due
Week 1 5/25/2017	Syllabus/Class Overview; History of Family Counseling;	Syllabus Chapters 1-2 Pedersen, P. (1987). Ten frequent	Reading Questions on Livetext-5/28

	Overview of Family Counseling; Ethical Considerations in Family Therapy Multicultural Aspects of Family Therapy;	assumptions of cultural bias in counseling. <i>Journal of Multicultural Counseling and Development</i> , 15(1), 16-24.	
Week 2 6/1/17	Systems Theory	Chapter 3- This will be heavy reading; Give yourself time to really absorb it!	Reading Questions on Livetext
Week 3 6/8/17	Genograms; Bowenian Family Therapy; Strategic Family Therapy	Chapters 4-5 McGoldrick, M., & Carter, B. (2003). <i>The family life cycle</i> . Guilford Press.	Reading Questions on Livetext
Week 4 6/15/17	Structural Family Therapy; Experiential Family Therapy	Chapters 6-7	Reading Questions on Livetext
Week 5 6/22/17	Psychoanalytic Family Therapy; CBT Family Therapy;	Chapters 8-9	Reading Questions on Livetext Role Play Case Presentation-1
Week 6 6/29/17	Solution Focused Family Therapy; Narrative Family Therapy	Chapters 11-12	Reading Questions on Livetext Case Presentation-2
Week 7 7/6/17	Emotionally Focused Therapy; Gottman Marriage Research	Johnson, S. (2008). Emotionally Focused Couple Therapy. In A. S. Gurman (Ed.), <i>Clinical handbook of couple therapy</i> (pp. 107-137). New York: Guilford Press. Gottman, J. M., & Gottman, J. S. (2008). Gottman Method Couple Therapy. In A. S. Gurman (Ed.), <i>Clinical handbook of couple therapy</i> (pp. 138-164). New York: Guilford Press.	Reading Questions on Livetext

		- These readings are theory based and will be a heavy read. Give yourself time!	
Week 8 7/13/17	Comparative Analysis	Chapters 13	Reading Questions on Livetext Role-Play Case Presentation-3
Week 9 7/20/17	Study Time; Question and Answer Session		Final Exam

Special Accommodations

LiveText/Blackboard Usage: LiveText and Blackboard will be utilized to collect various artifacts that can represent the student’s body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student’s personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Academic Integrity

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

Access/Services for Students with Disabilities

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.
3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

Changes in Syllabus: Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.