

HDCN 6312 FAMILY THERAPY
Fall Term 2014
Thursday, 6:00 p.m. - 10:15 p.m.

Professor: Charette Dersch, Ph.D.

Cell Phone: [REDACTED]

Email: [REDACTED]

Office Hours: By appointment only

COURSE GOALS AND OBJECTIVES

Learning Objective	Measurable Outcome
Demonstrate a clear understanding of the historical context of Family Therapy and its roots.	Students will demonstrate this framework through role play, in class assignments, class discussion, course projects and the midterm and final exam.
Demonstrate a clear understanding of the similarities and differences between intrapersonal vs. interpersonal epistemologies.	Students will demonstrate this framework through role-play, in-class assignments, class discussion, course projects and the final exam.
Demonstrate an understanding of the various theoretical frameworks used in working with diverse family structures and processes.	This understanding will be demonstrated through the theoretical book report, the compare and contrast paper, the midterm and final exams, as well as classroom participation.
Critically assess topical issues from within various theoretical models (e.g., divorce, blended family issues, abuse, substance abuse, etc.).	Students will demonstrate their understanding of these concepts through role-play, in class assignments, class discussion, course projects and the final exam.
Conceptualize the diverse contexts within which families live and grow (e.g., ethnic, cultural, gender, religious, economic, social, etc.).	Students will exhibit this understanding through role-plays, in class assignments and class discussion.
Demonstrate an understanding of the special ethical concerns and responsibilities of counselors who work with families.	Students will demonstrate an understanding of these issues through the in-class discussions, role-plays, and in class activities.

COURSE TEXTS

Gurman, A. S., & Kniskern, D. P. (Eds.). (1991). *Handbook of Family Therapy, Volume 2*. New York, NY: Routledge.

Hoyt, M. F. (Ed.). (1994). *Constructive Therapies: Volume 1*. New York, NY: The Guilford Press.

COURSE GRADING CRITERIA

Class Attendance & Punctuality-The class participation grade is based on attendance, punctuality, preparation, and the quality and degree of student participation, as described in the sections below. Regular attendance and participation in this course are required and considered essential. If you are unable to attend, please notify the instructor 24 hours in advance if possible by email or phone (voicemail or text). All class periods will involve class discussion and activities that cannot be made up due to absence. Students are responsible for obtaining any notes or information from a missed class from their peers. Students may not request make-up work for missed in-class activities or class notes from the instructor. Students should contact a classmate to obtain all material and assignments covered during their absence. In the event an unavoidable absence causes a student to miss an exam, the student should contact the instructor in advance and arrange for a make-up exam date.

Absences will result in reduction of the class participation grade based on 2 criteria: advance notification, and approved circumstances. Notice of an impending absence should be made 24 hours in advance whenever possible. Clearly, emergencies cannot be foreseen in advance. In such instances, please notify the instructor as soon as possible. Approved circumstances include unavoidable events such as student or family member illness, death of a close family member, car accidents, University-recognized religious holidays, injuries requiring medical attention, and so on. Circumstances that will not be approved include vacations, attendance at weddings, family gatherings, conference travel, rest days, and so on. Approval of the circumstances of any absence is a matter of the instructor's discretion. Attendance grade reductions for up to two absences are described below:

- Approved circumstance + advance notice = 10 point reduction
- Emergency + ASAP notification = 10 point reduction
- Approved circumstance + no advance notice = 15 point reduction
- Non-approved circumstance + advance notice = 15 point reduction
- Non-approved circumstance + no advance notice = 25 point reduction

Any student who accrues more than 2 absences or who exceed the 100-point deduction from their course grade due to poor attendance &/or lateness will receive one of the following consequences, at the instructor's discretion:

1. Course grade of Incomplete, if requirements have been met (see Incomplete policy in this syllabus)
2. Failing grade for the course
3. Drop or withdrawal from the course. Be aware that this may have a financial and/or financial aid impact (see add/drop policy and withdrawal policy at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar14-15>). Students who are considering dropping or withdrawing from the course should consult the Assistant Director (Ms. Jackie Field).

Punctuality-Students are expected to arrive to class on time, return from breaks in the time specified, and to remain in class for the entire period or until dismissed by the instructor. If a student is aware that he/she will be unavoidably delayed, he/she should notify the instructor or a peer by phone prior to the start of the class period. Repeated lateness at the beginning of the class period and/or returning from breaks will be addressed in a meeting with the instructor and grade reductions up to 100 points may apply. Should punctuality issues be so great as to exceed the 100-point deduction or otherwise impede the student's progress in the course, the same measures described above (for attendance – more than 2 absences) may apply.

Chapter Presentations – Each student will read one of the chapters that will not be covered by the instructor in the lecture portion of the class. They will prepare a PowerPoint presentation that will summarize the main points covered by the chapter. They will present this to the class on the prescribed date (not to exceed 10-15 minutes in length). Prior to class, they will email this presentation to the instructor and all students.

The “Me Therapy” Project -This is a two-part assignment that will span the entire semester. Please bear in mind that, where any assignment involves personal disclosure, the information you provide will be treated as confidential except in cases where a breach of confidentiality may be necessary for your own safety or the safety of others. **At no time during this course are you expected or encouraged to disclose sensitive personal information.** See BBLearn for specific instructions.

Midterm Exam – An in-class examination will be given midway through the class. This exam will be cumulative from the beginning of class to present, and include a combination of multiple-choice and essay questions.

Final Exam – An in-class examination will be given on the last day of class. This exam will also be cumulative from the midpoint of class to the end. It will also include a combination of multiple choice and essay questions.

Grading and Evaluation: Your grade in this course will be an average of the following:

<u>Component</u>	<u>Possible Points</u>
1. Class Attendance and Participation	100
2. Chapter Presentation	100
3. Me Therapy Part I	100
4. Midterm Exam	100
5. Me Therapy Part II	100
6. Final Exam	100

Grading Scale

Grade	Performance Description	Percentage Points
A	Exceptional	93 – 100
A-	High Pass	90 – 92
B+		87 – 89
B	Pass	83 – 86
B-		80 – 82
C+	Failure, any C or below	77 – 79
C		73 – 76
C-		70 – 72
D+		67 – 69
D		63 – 66
D-		60 – 62
F		59 \geq

TENTATIVE COURSE SCHEDULE

<u>8/7/14</u>	Introduction to Class, Syllabus Review History of MFT (Chapter 1, HFT) Review of Theories	
<u>8/14/14</u>	Systems Theory & Epistemologies (Chapter 2, HFT)	Presentations HFT 18, 19, 20
<u>8/21/14</u>	MRI (Chapter 6, HFT)	Presentations HFT 7 & 8
<u>8/28/14</u>	Milan Systemic Approach (Chapter 10, HFT)	ME THERAPY PART I DUE Presentations HFT 16 & 17
<u>9/4/14</u>	Strategic (Chapter 12, HFT) & Structural (Chapter 13, HFT)	Presentation HFT 15
<u>9/11/14</u>		MIDTERM EXAM
<u>9/18/14</u>	Symbolic-Experiential (Chapter 14, HFT)	Presentations CT 2 & 7
<u>9/25/14</u>	Solution Focused (Chapters 1, 3, & 6, CT)	ME THERAPY PART II DUE Presentations CT 5, 8, 11
<u>10/2/14</u>	Constructivist & Narrative Therapies (Chapters 4, 10, & 14, CT)	Presentations CT 9, 10, 12
<u>10/9/14</u>		FINAL EXAM

Statement on Class Decorum - Please turn off (or set on vibrate) all cell phones or pagers. Please do not read newspapers, books for other classes, or other outside reading material during class, or use laptops for non-class related activities during class. Walking into class late is disruptive, as is leaving early, so please avoid this whenever possible. If you have to leave early, make arrangements before class begins, and when you leave, please do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Disability Accommodations - Students needing academic accommodations for a disability must first contact Disability Accommodations & Success Strategies (DASS) at 214-768-1470 or www.smu.edu/alec/dass.asp to verify the disability and to establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4; an attachment describes the DASS procedures and relocated office.)

Religious observance - Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See university Policy No. 1.9)

Excused Absences for University Extracurricular Activities - Students participating in an officially sanctioned, scheduled university extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue)

Grade of Incomplete - A student may receive a grade of I (Incomplete) if at least 50 percent of the course requirements have been completed with passing grades, but for some justifiable reason, acceptable to the instructor, the student has been unable to complete the full requirements of the course. At the time a grade of I is given, the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or

to a grade of F if no alternate grade was provided. The grade of I is not given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

If the student's work is incomplete, poor quality and not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

For graduate students, a maximum of two (six hours) concurrently held grades of Incomplete in courses other than thesis is allowed. If this maximum is reached, the student will be allowed to take only one three-hour course per term until the Incomplete total is reduced. Students who accumulate a total of three grades of Incomplete in courses other than thesis will be put on probation and not allowed to enroll further until the total is reduced.

SMU Fall 2009 Emergency Preparedness-As part of the federal government response to the H1N1 (Swine Flu) virus, the Department of Health and Human Services issued a nationwide public health emergency preparedness declaration on April 26, 2009. The declaration was renewed on July 23, 2009 and is currently in force. For the semester ahead, there is concern that the level and intensity of flu cases could increase substantially.

1. For updates on the campus-wide status of flu conditions at SMU, please visit <http://www.smu.edu>.
2. If flu conditions require cancellation of a class session or other changes for this course, an email will be sent to all class members.
3. In the event of a major campus emergency at SMU, course requirements, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control.

Statement on Academic Integrity - Students are reminded of the SMU Honor Code as referenced in the Student Handbook. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty found at:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Statement on APA Guidelines - Students are expected to have a high degree of familiarity with the APA manual and its requirements. Plagiarism is plagiarism, whether intentional or not. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 2001 5th edition include:

- Always cite the source of a quote or paraphrase (pp. 120 & 349)
- When quoting:
 - o Copy the original material word-for-word (p. 117)
 - o If a quotation is less than 40 words, place quotation marks around it; if it is 40 or more words, indent the quote as a block. Double space all text (p. 117)
 - o Follow the conclusion of a quotation immediately with the citation of author(s), year of publication – or year of creation if original material is unpublished, and page number(s) (p. 120)
- When paraphrasing:
 - o Restate concepts in *substantially different words* than the original material (p. 349)
 - o Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
 - o In addition, according to Pan (2003), if paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph (pp. 61-62).

The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or

other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for academic misconduct has the right of appeal. SMU counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student's work. Students also have access to these plagiarism prevention tools and are strongly encouraged to utilize these resources.

Statement on Confidentiality and Emotional Safety - In order to provide a safe learning environment for students in the class and to protect the confidentiality of practice clients and class members, students will discuss case material and other's personal information, reactions, etc. only while in class or privately with other current class members. It is the responsibility of each class member to treat classmates with respect and integrity, thus providing emotional safety for each other during class activities. All students in the Counseling Department will demonstrate behavior that is consistent with the Ethical Standards forwarded by the APA and ACA in their code of ethics. Failure to do so can result in termination from the Department.

Criteria for Grading Class Participation

	Exemplary 100-93	Accomplished 96-90	Developing 89-83	Needs Improve. 82-80
Preparation for class/class discussion 33.33%	Regularly asks questions or makes observations that indicate reflection, knowledge or readings for class; turns in all writing assignments	Occasionally asks questions or makes observations that indicate reflections, some knowledge or readings for class; turns in all writing assignments	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class; turns in all writing assignments	Does not ask questions or make comments that indicate familiarity with topics for class; turns in most writing assignments
Small group participation 33.33%	Participates actively and provides leadership in small groups in class	Participates actively in small groups in class	Does not actively participate in small groups in class	Does not participate in small groups in class
Class absences 33.33%	Attends class regularly (no missed classes)	Misses 1 class with prior arrangement	Misses no more than 2 classes w/o prior arrangement	Misses class often