

SOUTHERN METHODIST UNIVERSITY
Winter 2013/2014

Course: HDCN 6304 Counseling Diverse Communities (3 semester hours)
 Nontraditional Families: Supporting Individuals and Strengthening Families
Class: Oct. 25, 26, 27; Nov. 8, 9, 10; Fridays 4pm-9pm; Saturdays & Sundays 8:30am-5:30pm
Instructor: Sarah Feuerbacher, Ph.D., LCSW-S, sfeuerbach@mail.smu.edu
Textbooks: 1. Slattery, Jeanne. (2004). Counseling Diverse Clients: Bringing Context into Therapy.
 2. Olson, David. H., DeFrain, John, & Skogrand, Linda. (2008). Marriages and Families: Intimacy, Diversity, and Strengths, 6th ed. McGraw-Hill Publications.
 3. McBride, James. (2006). The Color of Water. Riverhead Books.

Course Description: Contemporary family life styles are presented from a sociopsychological viewpoint with stress on personal awareness, growth, and satisfaction in interpersonal relations in multiple family types. Analysis of each of these areas of family focuses specifically on the characteristics of families, etiological theories, and treatment approaches. Research topics include definition and history; structure and communication; lifespan development; challenges, barriers, and needs; strengths; evidenced-based and best-based practices, resource inventory, and professional responsibility.

Student Learning Objectives:

Measurable Outcome:

1. Describe and analyze major theoretical perspectives and overarching themes of counseling and family systems and their historical development.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
2. Identify and explain different research methods used by counselors and mental health professionals.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
3. Locate, accurately summarize, and evaluate bodies of scientific literature in counseling specifically relating to family interactions on micro, mezzo, and macro levels.	Students will demonstrate this understanding through projects and papers.
4. Use critical thinking to design and conduct basic studies to address counseling questions using appropriate research methods.	Students will demonstrate this understanding through projects and papers.
5. Demonstrate proficiency in writing research reports following APA Style Guidelines that include an abstract, introduction, methods, results and discussion sections.	Students will demonstrate this understanding through projects and papers.
6. Use critical thinking to evaluate popular media and scholarly literature relating to families and societies.	Students will demonstrate this understanding through class discussion, projects, and papers.
7. Use creative thinking to address counseling-related issues specifically related families and societies.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
8. Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports) and for various purposes (e.g., informing, teaching, explaining, defending, persuading).	Students will demonstrate this understanding through projects, papers, and exams.
9. Demonstrate effective oral communication skills in various context (e.g., group discussion, debate, lecture) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing).	Students will demonstrate this understanding through class discussion and projects.
10. Demonstrate competence in effectively collaborating with others.	Students will demonstrate this understanding through class discussion, projects, and papers.
11. Apply counseling concepts, theories, and research findings to issues in everyday life.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
12. Identify appropriate applications of counseling in human service, education, and business professions.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.
13. Demonstrate how counseling principles can explain social issues and inform public policy, specifically for those related to policies on families and societies.	Students will demonstrate this understanding through class discussion, projects, papers, and exams.

Method of Presentation: Discussion, lecture, projects, group exercises, and multiple forms of technology will be used throughout the semester. Students should read each chapter before coming to class so the material will be familiar for class discussions.

“I ceased to be a teacher. It wasn’t easy. It happened rather gradually, but as I began to trust students, I found they did incredible things in their communication with each other, in their learning of content material in the course, in blossoming out as growing human beings. Most of all they gave me the courage to be myself more freely, and this led to profound interaction. They told me their feelings, they raised questions, I had never thought about. I began to sparkle with emerging ideas that were new and exciting to me, but also, I found, to them. I believe I passed some sort of crucial divide when I was able to begin a course with a statement something like this: ‘This course has the title ‘Personality Theory’ (or whatever). But what we do with this course is up to us. We can build it around the goals we want to achieve, within that very general area. We can conduct it the way we want to. We can decide mutually how we wish to handle these bugaboos of exams and grades. I have many resources on tap, and I can help you find others. I believe I am one of the resources, and I am available to you to the extent that you wish. But this is our class. So what do we want to make of it?’ This kind of statement said in effect, ‘We are free to learn what we wish, as we wish.’ It made the whole climate of the classroom completely different. Though at the time I had never thought of phrasing it this way, I changed at that point from being a teacher and evaluator, to being a facilitator of learning—a very different occupation” (Rogers, Freedom to Learn, 1983, p. 26).

Method of Evaluation:

Assignment	Percentage / Points
Paper	30% / 30 points <ul style="list-style-type: none"> ▪ 25% / 25 points: diversity paper ▪ 5% / 5 points: project proposal
Project	40% / 40 points: <ul style="list-style-type: none"> ▪ 30% / 30 points: instructor grade <ul style="list-style-type: none"> - 8% / 8 points: handouts - 12% / 12 points: presentation - 10% / 10 points: paper ▪ 10% / 10 points: peer review <ul style="list-style-type: none"> - 5% / 5 points: from peers - 5% / 5 points: for peers
Exam	30% / 30 points

Point Range:

Grade	Performance Description	Range	GPA	Points
A	Exceptional	93 – 100	4.0	12.0
A-	High Pass	90 – 92	3.7	11.1
B+		87 – 89	3.3	9.9
B	Pass	83 – 86	3.0	9.0
B-		80 – 82	2.7	8.1
C+		77 – 79	2.3	6.9
C	Failure, any C or below	73 – 76	2.0	6.0
C-		70 – 72	1.7	5.1
D+	D	67 – 69	1.3	3.9
D		63 – 66	1.0	3.0
D-		60 – 62	0.7	2.1
F		59 \geq	0.0	0.0

Course Schedule:

Date	Class Topic	Homework
10/25 PM	Introductions, syllabus, project choice list; Project group discussion Definitions and History	1. Ch. 1, 2, 3 2. Ch. 1, 2, 3, 6, 7
10/26 AM	Family Types and Structures Ch. 1, 2, 3, 6, 7	1. Ch. 5, 8, 9, 10, 13, 14 2. Ch. 4, 5, 8, 9, 10, 11, 12, 13 Project Proposals
10/26 PM	Family Communications Ch. 4, 5, 8, 9 Project proposals due	1. Ch. 4, 6, 7, 11, 12, 15, 16 2. Ch. 14, 15, 16
10/27 AM	Family Lifespan Stages Ch. 10, 11, 12, 13	
10/27 PM	Family Challenges, Barriers, Needs Ch. 14, 15 Family Strengths and Professional Responsibility Ch. 16	Complete project
11/8 PM	Diversity examples Out of class diversity experience presentations Exam Review	Paper, presentation; Finish novel, study for exam
11/9	Project Presentations: Present or Peer Review	Ace the exam!
11/10	Final exam	

Exam: One examination worth 30 points (30%) will be given during the semester; therefore, missing class the day of the final will result in class failure. The exam may have numerous testing formats, including multiple choice, true/false, short answer, listing, and discussion questions. The instructor maintains full discretion to include any information covered during course.

Grading Rubric for Each Exam Question (3 points per question, 30 points total):

Criteria	1 point	0 points
Depth	Answer with multiple terms used and described from the textbook, novel, class discussions, and projects	Incomplete or incorrect answer with multiple terms used and described from the textbook, novel, class discussions, and projects
Validity	Answer that is correct in what was asked as evidenced by information in textbook, novel, class discussions, and projects	Incomplete or incorrect answer that is correct in what was asked as evidenced by information in textbook, novel, class discussions, and projects
Quality	Answer that is applicable, grammatically correct, coherent thoughts evidenced, well-written response	Incomplete or incorrect answer that is applicable, grammatically correct, coherent thoughts evidenced, well-written response

Coursework: Weekly reading assignments will be given and are to be completed prior to the following class period. Please note that assigned chapters are not necessarily in chronological order.

Out of Class Diversity Experience: Choose an organization, shelter, religious entity, etc. that you are not affiliated with and visit and participate in an activity with them (soup kitchen serving, religious service, group, etc.). Write a 3-5 page paper about your experience and how you would work with this population as a counselor. Be prepared to present your experience and your paper in a 10 minute presentation.

Grading Rubric Per Paper (25 points total):

Criteria	5-3 points	2-0 points
Theory	Description of therapeutic technique to be implemented, and theoretical framework underlying the technique	Incomplete or missing description of therapeutic technique to be implemented, theoretical framework underlying the technique
Population	Description of type of population with whom the technique should be used, and effectiveness for that population	Incomplete or missing description of type of population with whom the technique should be used, and effectiveness for that population
Preparation	Description of the materials needed to implement the technique, and the amount of time needed to implement the technique	Incomplete or missing description of the materials needed to implement the technique, and the amount of time needed to implement the technique
Implementation	Description of the steps to implement the technique	Incomplete or missing description of the steps to implement the technique
Focus	Description of the focus points to address during processing	Incomplete or missing description of the focus points to address during processing

Project: A final project will be chosen by each student to be completed by the end of the semester. Projects will be completed by groups of students and should be worked on throughout the entire semester. Project proposals are worth 5 points (5%) and must be turned in *no later than* the date assigned on the course schedule. Projects account for 40 points (40%) of the final grade, and peer reviews will be completed by each student regarding every presenter (students will also receive points for completing reviews on peers). All projects should include the following:

- Typed project proposal including the project topic, explanation of how each point from the project will be covered, types of research sources, presentation equipment to be used, and names of people in group.
- 15-20 page double-spaced paper with 12 pt. Times New Roman font and 1 inch margins, including at least 20 academically-appropriate citations and APA references. Include subtitles specifying the required categories.
- Summary handouts of paper/presentation including all required categories for instructor and fellow classmates
- 45-60 minute presentation including visual aids (notify instructor 1 week prior to presentation date of media needs, such as PowerPoint presentation, overhead projector, tape recorder, TV/VCR, etc.).
 - 20 minutes presenting topic information
 - 15 minutes facilitating best practices or empirically-based practice activity/intervention
 - 10 minutes post-intervention processing

Paper & Presentation

Complete an in-depth examination of a specific type of family or family member (ex: international family, blended family, extended family; single father, teenage mother, adopted child) and appropriate counseling strategies for working with this population. Include these topics, plus any others you feel are relevant:

Literature Review

Definitions

History: Significant Historical Events/Individuals/Movements; Current Events/Individuals/Movements involved in policy administration; International Efforts

Family Structures; Family Communications; Lifespan Stages

Policies: Governmental and Political (Local, State, Federal) Stances on the Policy; Economic Structures of the Policy; Involvement of Religious Communities

Strengths, Challenges, Barriers, & Needs

Best Practices and Evidence-Based Practice; Professional Responsibility/Plan of Action; Resource Inventory

Grading Rubric for Project Proposal (5 points):

Criteria	1 point	0 points
Topic	Name and description of project topic	Incomplete or missing name and description of project topic
Points	Description of how each point from the Project List will be covered	Incomplete or missing description of how each point from the Project List will be covered
Sources	Description of types of research sources to be used	Incomplete or missing description of types of research sources to be used
Equipment	Description of presentation equipment to be used	Incomplete or missing description of presentation equipment to be used
Names	First and last names of all group participants, signature of approval of all group participants	Incomplete or missing first and last names of all group participants, signature of approval of all group participants

Grading Rubric for Project (30 points by Instructor, 10 points by Peers, 40 points total):

Criteria	2 points	1-0 points
Handout Topics	Includes all topics specified on Project List	Incomplete or missing topics specified on Project List
Handout Depth	Explanation of topics specified on Project List	Incomplete or missing explanation of topics specified on Project List
Handout Visuals	Creative method of distributing information specified on Project List	Incomplete or missing creative method of distributing information specified on Project List
Handout Counseling	Discussion on counseling related to project topic	Incomplete or missing discussion on counseling related to project topic
Presentation Topics	Includes all topics specified on Project List	Incomplete or missing topics specified on Project List
Presentation Depth	Explanation of topics specified on Project List	Incomplete or missing explanation of topics specified on Project List
Presentation Visuals	Creative method of distributing information specified on Project List	Incomplete or missing creative method of distributing information specified on Project List
Presentation Counseling	Discussion on counseling related to project topic	Incomplete or missing discussion on counseling related to project topic
Presentation Style	Appears very confident and enthusiastic about the topic; Volume and inflection are consistently effective in emphasizing key points and rate of speech is good	Appears self-conscious or nervous throughout counseling; Low/loud volume with monotonous tone or rate of speech is too rapid/slow
Followed Project Specifications	Produced an overall project presentation that included 45 minute presentation including visual aids	Incomplete or missing production of an overall project presentation that included 45 minute presentation including visual aids
Paper Topics	Includes all topics specified on Project List	Incomplete or missing topics specified on Project List
Paper Depth	Explanation of topics specified on Project List	Incomplete or missing explanation of topics specified on Project List
Paper Counseling	Discussion on counseling related to project topic	Incomplete or missing discussion on counseling related to project topic
Followed Project Specifications	Produced a 20 page double-spaced paper with 12 pt. Times New Roman font and 1 inch margins, including at least 20 academically-appropriate citations and APA references	Incomplete or missing production of a 20 page double-spaced paper with 12 pt. Times New Roman font and 1 inch margins, including at least 20 academically-appropriate citations and APA references
Writing Style	Written with multiple terms used and described from the textbook, novel, class discussions, and projects; written with correct information; grammatically correct, coherent thoughts evidenced, well-written response	Incomplete or missing writing with multiple terms used and described from the textbook, novel, class discussions, and projects; written with correct information; grammatically correct, coherent thoughts evidenced, well-written response

Attendance Policy/Class Participation: Attendance to every class is very important. In order to receive credit for turning in assignments, the student must be present during the class meeting time to turn in the weekly paper assignment. Students will be responsible for all classes missed due to either an excused or unexcused absence. Excessive tardiness or disruptive behavior may result in the student being asked to leave the classroom, and, if necessary, steps may be made to refer the student for disciplinary actions. If you stop attending, but do not officially withdraw from the course by the withdrawal date, you will receive an "F".

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.

Excused Absences: 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 a 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. 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.

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.

Confidentiality and Integrity: To maintain a safe and supportive learning environment student discussions regarding sensitive course information (i.e. personal experiences, comments, reactions) must occur only in class or privately with other current class members. Respect and integrity toward all persons surround course endeavors (i.e. lecture, discussion, presentations); particularly regarding issues of a delicate and/or controversial. This responsibility demands that Counseling students familiarize themselves with the ethical standards of such organizations as the American Counseling Association, Texas State Board of Examiners of Professional Counselors, and Texas State Board of Examiners of Marriage and Family Therapists; failure to abide by this expectation may result in expulsion from class and/or termination from the program. 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. http://www.smu.edu/studentlife/PCL_05_HC.asp

Disability Accommodations: Students needing academic accommodations for a disability must first contact Services for Students with Disabilities (214-768-4557) to establish eligibility for accommodations. Ms. Marin's office is located at 220 Memorial Health Center. The student should then schedule an appointment with the professor to make appropriate arrangements.