

Foundation of Marriage and Family Therapy HDCN 6311

Instructor: Dr. Harold D Duncan
Spring Term, 2014: Wednesday, 6:00-10:15 PM
Office Hours: one hour before class or by appointment
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[REDACTED]

(Retain this syllabus for your personal files for future reference if needed)

This course will address the principles and techniques of effective therapy with couples primarily utilizing the approach of John Gottman. Various other models will be explored with a focus on applicability to different client needs in a variety of settings. Relevant topical issues will be intertwined with class assignments, class discussions, and role-plays. Evaluation will be based on several factors, including strengths and deficits in intrapersonal and interpersonal counseling skills as demonstrated in role-play and/or written assignments. A special emphasis will continue to be placed on the axiom, “know thyself.”

Required Texts: Gottman, John M. (1999). *The Marriage Clinic*, New York: W.W. Norton and Company.
Gurman, Alan S., Ed. (2008). *Clinical Handbook of Couple Therapy*, 4th Edition, New York: The Guilford Press.

Course Requirements:

Class participation: 20% of grade – classroom contribution of a quality that reflects knowledge of readings, texts, reference material, case analysis, role play, and written assignments. This includes attendance; more than one absence will affect the final grade.

Skill Development: 20% of grade – a video taped integrative role-play with corrected transcript and video due **March 12.**

Reflections & Ruminations: 20% of grade – eight articles to be read from the *Clinical Handbook of Couple Therapy* with written responses turned in on **February 19 and March 19.**

Mid-Term Exam: 20% of grade – a multiple choice and short essay exam based on readings, class discussions, videos, and exercises; administered in class on **February 19.**

Final Exam: 20% of grade – a multiple choice and short essay exam based on readings, class discussions, videos, and exercises; administered in class on **March 26.**

Remember that at SMU grades are recorded as A, A-, B+, B, B-, C+, C, C-. (A= 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80 – 82, and any C is below 79). In the Counseling Department, any grade below a B- is considered unacceptable and repeating that particular course would be necessary

| 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+ | Failure, any C or below | 77 – 79 | 2.3 | 6.9 |
| C | | 73 – 76 | 2.0 | 6.0 |
| C- | | 70 – 72 | 1.7 | 5.1 |
| 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 |

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.

| Learning Objective | Measurable Outcome |
|---|--|
| Develop an initial integrated framework for assessing couples relationship utilizing Gottman's model and other marital/couple models presented. | Students will demonstrate these skills during role-play, exams, Reflection Papers, and the integrated role-play video. |
| Conceptualize possible therapeutic interventions in couple therapy utilizing the Gottman model and other marital/couple models presented. | Students will exhibit these abilities through the integrated role-play video, the Reflection Papers, and during class discussion and oral discourse. |
| Demonstrate counseling skills in working with couples. | Students will demonstrate these skills through role-play and the integrated video assignment. |
| Demonstrate an awareness of gender, racial, ethnic, and cultural diversity in working with couples. | Students will demonstrate this awareness through class discussion and exams. |
| Demonstrate an ability to conceive, generate, plan, conduct, terminate, and summarize a couple's counseling session. | Students will demonstrate their skills and understanding of these concepts through role-play and the integrated video assignment. |
| Demonstrate an understanding of the ethical and legal issues prevalent in couple therapy. | Students will demonstrate an understanding of these issues through class discussion and oral discourse. |

Course Outline:

- January 22: First Class – overview of course, syllabus, group activities; Chapter 1. Assignment for next class: Read Chapter 3.
- January 29: SMH Theory; (Love). Assignment: Read Chapter 2.
- February 5: Repairs and the Core Triad; (Extra-Marital Relationships). Assignment: Read Chapters 4 & 5.
- February 12: Assessment & Disasters and Masters; (Extra-Marital continued). Assignment: Read Chapters 6 & 7; Study for Mid-Term Exam. Reflections I due next week
- February 19: Intervention & Enhancement; **Turn in Reflections I today.** Assignment: Read Chapters 8 & 9. **Mid-Term Exam.**
- February 26:
(Solutions & the Inevitable; Assignment: Chapters 10 & 11.)
- March 5: Dreams, Resistance, & Relapse; (Dan Wile). Assignment: Read Chapters 12 & 13; Video and transcripts due next week
- March 12: Termination, Emotion, and Children; (Prosky Model); **Turn in Video Transcripts;** Assignment: Reflections II due next week; Read Chapters 14 & 15.
- March 19: Synthesis & Integration; **Turn in Reflections II.** Assignment: Study for Final Exam
- March 26: Tie up loose ends - Final Exam

Note: If you are absent, it is your responsibility to contact a classmate or your instructor in case we have adjustments in our schedule.

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)

Integrative Role Play Video:

(Wait until after the Mid Term Exam to videotape!)

During the course of the term you will:

- (1) Engage in a 20-25 minute videotaped counseling session with a role-play couple.

Your task in this interview is to integrate the skills and concepts we have learned during the class and covered in the Gottman text. Your instructor will divide you into groups of three for this assignment. To reserve the equipment and rooms, there is a schedule posted outside the “mock counseling” room (Rm 241). Place your name on the date and time that you wish to record. Be sure to mark the block of time you will need. Complete instructions to use the recording equipment is located in the equipment room, Room 237.

Coordinate with your “couple” the type of role play you want to do.

- (2) Make a verbatim typed script of the interview, noting both counselor and client responses including nonverbal responses and incidental sounds (see example presented in class).
- (3) Then prepare a second typed script with any corrections you would make in your responses and an explanation as to why. Please use color coding for responses. This is the most important part of your assignment, so provide plenty of detail that reflects thoughtful reevaluation on your part.
- (4) Complete a two-page summary of your counseling session as you evaluate in its totality; add this summary at the end of your second typed corrected script.
- (5) ***The video, the unedited script and one copy of the corrected script, and the summary are due **March 12**. Please turn all of this in to me in an 8.5 by 11.5 envelope with your name on it

- (6) Check the attached rubric for the standards and grading system with which your video and script will be assessed.

Reflections and Ruminations (which you may affectionately refer to as “R & R”):

The purpose of this part of the course is for you to expand your knowledge of the research and the models in the marital/couple field. Your task, utilizing the *Clinical Handbook of Couple Therapy*, is as follows:

- (1) For **Reflections I (Part I: Models)**, choose the following:
 - a. One selection from Behavioral Approaches
 - b. Chapter Four from Humanistic-Existential Approaches (not Chap. 5)
 - c. One selection from Social Constructionist Approaches
 - d. One selection from Section Systemic Approaches

- (2) For Reflections II (**Part II: Applications**), choose the following:
 - a. One selection from each of the three sections (Rupture and Repair, Psychiatric and Medical Disorders, and Broader Context)
 - b. One additional selection from any of these aforementioned sections

After reading each chapter, please prepare a typed, two to three page personal reaction to the material presented. You may agree, you may disagree, you may expand on ideas you’ve read, you may relate to other material you have studied, etc. Use APA style, including if you use quotes or material from other sources. Reflections I is due **February 19** and Reflections II is due **March 19**. Check the attached rubric for the standards and grading system with which your reflections will be assessed.

Mid-Term Exam:

This exam will consist of at least 30 multiple-choice items that reflect content from The Marriage Clinic as well as other class materials presented and discussed in class. Short essay questions will also be included on the exam, to be administered on **February 19**.

Final Exam:

The final exam will consist of at least 30 multiple-choice items that reflect content from The Marriage Clinic as well as other class materials presented and discussed in class. Short essay questions will cover other material topics covered during the term. This exam will be on the last day of class, **March 26**.

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 unintentional. 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.

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 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, nor 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 then when you leave, do so quietly. Professional respect and courtesy for your fellow students is expected at all times.

Statement on Attendance:

- Instructor should be given 24 hours' notice of any absence whenever possible
- If a student must miss one class, it is the student's responsibility to contact a classmate to get all material and assignments covered during their absence.
- A student's final grade will be impacted if two absences occur.
- A student missing more than two classes may, at the instructor's discretion:
 - Receive a grade of Incomplete if the requirements to do so have been met (see the policy on Grades of Incomplete contained in this syllabus)
 - Receive a failing grade for the course
 - Drop or withdraw from the course. (This option may have a financial and/or financial aid impact. Student should refer to the Add/Drop Policy and the Withdrawal Policy for the Counseling program which can be found at <http://www.smu.edu/Simmons/AreasOfStudy/DRC/C/Counseling/AcademicCalendar13-14> then consult with the Program Specialist if they believe this option is a possibility.)

Student Name _____

Date _____

Class Participation & Readings Assessment

| | Exemplary 93-100 | Accomplished 90-92 | Developing 83-89 | Needs Improve. 80-82 | Score |
|---|--|---|--|--|--------------|
| Preparation for class/class discussion/writing assignments | 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 | 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 | 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 | |

Student Name _____

Date _____

Rubric
Counseling Performance Assessment

| Circle One Choice | Needs Improve. 7 | Developing 8 | Accomplished 9 | Exemplary 10 | Score |
|---|---|---|--|---|--------------|
| POISE | Appears self-conscious or nervous throughout counseling | Gains confidence or comfort as the counseling progresses | Appears at ease with the client and shows interest in the topic | Appears very confident and enthusiastic about the topic | |
| VOICE | Low/loud volume with monotonous tone or rate of speech is too rapid/slow | Volume drops off at end of sentences with little inflection or rate of speech is sometimes rapid/slow | Volume and inflection are varied at times and rate of speech is usually appropriate | Volume and inflection are consistently effective in emphasizing key points and rate of speech is good | |
| BEGINNING OF SESSION | Session begins abruptly and with little sensitivity | Session begins with some finesse and some structure | Session begins smoothly and appropriately | Session begins with smooth transitions, sensitivity and flow | |
| ESTABLISHES RAPPORT WITH CLIENT | Makes no effort to greet client or spends no time looking at the client to listen to the client's concerns | Makes minimal effort to greet client or spends little time looking at the client to listen to the client's concerns | Takes some time to greet client and spends some time looking at the client to listen to the client's concerns | Clearly engages the clients with an effective greeting and shows good balance in the amount of time spent looking at the clients to listen to the client's concerns | |
| FOCUSES THE COUNSELING | The counseling session rambles or has not logical sequence | The counseling session is somewhat confusing or has little focus | The counseling session is somewhat sequential and has focus | The counseling session follows a good focus and flow | |
| GOTTMAN COUNSELING THEORY AND APPROACH | Has difficulty incorporating the theory and process of Gottman when counseling clients about personal and couple issues | Incorporates only parts of Gottman theory and process when counseling clients about personal and couple issues | Incorporates the essentials of Gottman theory and process when counseling clients about personal and couple issues | Thoroughly incorporates the Gottman theory and process of couple counseling approaches when counseling clients about personal and couple issues | |
| DIVERSITY | The specialized needs and resources of the client are inadequately or inappropriately addressed | The specialized needs or the resources of the client are appropriately addressed but not both | Appropriately addresses the specialized needs and identifies resources available for the client | The specialized needs and resources available for the client are addressed in a sensitive, positive, and highly effective manner | |

| | | | | | |
|--|---|--|---|---|---------------------|
| <p>PROBLEM SOLVING (USING GOTTMAN AND OTHER MODELS AS NEEDED)</p> | <p>Provides insufficient or inappropriate assistance to client to solve problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)</p> | <p>Provides some assistance to the client in solving problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that it is difficult for appropriate action to be taken)</p> | <p>Assists clients appropriately to solve problems (e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitating development of long and short-term goals so that appropriate action can be taken)</p> | <p>Provides highly effective assistance to client to solve problems(e.g., clarifying problems, considering causes, identifying alternative solutions and possible consequences and facilitate development of long and short-term goals so that appropriate action can be taken)</p> | |
| <p>INTERVENTION STRATEGIES (USING GOTTMAN AND OTHER MODELS AS NEEDED)</p> | <p>Uses inadequate or inappropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks</p> | <p>Uses some appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks</p> | <p>Uses appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks</p> | <p>Uses strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks that are strong, theory-based, and highly effective</p> | |
| <p>ENDS THE SESSION WITH CLOSURE</p> | <p>The counseling session has no clear conclusion or no follow-up is planned with the client</p> | <p>The counseling session has abrupt concluding remarks or a limited follow-up is planned with the client</p> | <p>The counseling session concluding remarks contain a summary of the session and some follow-up options are offered to the client</p> | <p>The counseling session concluding remarks are a good summary of the session and follow-up options are clearly going to work for the client</p> | |
| <p>COMMENT</p> | | | | | <p>TOTAL</p> |

Student Name _____

Date _____

Reflections & Ruminations Rubric

| | <i>100-90</i> | <i>89-83</i> | <i>82 & Below</i> | |
|--|---|---|---|--|
| <i>Depth of Thought & Analysis</i> 20% | Groundwork is clearly laid out for the direction of the paper. Author makes succinct, insightful conclusions based on the review. | Readers are introduced to the overall topic. Remarks show some degree of analysis, though not all thoughts are supported in body of paper. | Neither implicit nor explicit reference is made to topic. No indication author applied much thought to the paper. | |
| <i>Synthesis & Congruency</i> 20% | Transitions tie sections together as well as adjacent paragraphs. Paper flows from general ideas to specific conclusions. | There is a basic flow from one section to the next, but not all sections or paragraphs fall in a natural or logical order. | The paper appears to have no direction, with subtopics appearing disjointed. | |
| <i>Thoroughness</i> 20% | The appropriate content is covered in depth without being redundant. | Pertinent content is not covered in as much depth, or as explicit, as expected. | Major sections of pertinent content have been omitted, glossed over, or unnecessarily repeated. | |
| <i>Personalization</i> 20% | Writer integrates examples from his or her own life in relation to the content. | There is some attempt on the writer's part to utilize personal examples within the content. | There are no examples from the writer's personal experience expressed in the content. | |
| <i>Clarity of Writing and Mechanics</i> 20% | Writing is crisp, clear, and succinct. Writer incorporates creative voice when appropriate. No spelling, grammar, or punctuation errors are made. | Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. A few spelling, grammar or punctuation errors are made. | It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are frequent. | |