



HDCN 6312 FAMILY THERAPY

Fall Term 2012

Mondays 10:00 am – 2:15 pm

Professor:

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REQUIRED TEXTS

Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th ed.). Upper Saddle River, NJ: Prentice Hall.

Griffin, W. A., & Greene, S. M. (1998). *Models of family therapy: The essential guide*. New York: Routledge.

Publication manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association.

Supplemental reading may be required. Instructor will provide hard copies or direct students to electronic resources.

COURSE PURPOSE & GOALS

The purpose of this course is to provide a theoretical and clinical foundation for counseling with individuals, couples, families, and other groups from systemic, relational, and contextual perspectives. Students will become familiar with key models of family therapy (FT), the history and development of family therapy models, and the application of these models to clinical situations. By the end of this course, students should be able to demonstrate mastery of the following learning objectives, as evaluated through observable outcomes. In addition, it is my hope that the course will offer all students the opportunity to grow in confidence as knowledgeable and skilled clinicians, and that you will find the coursework and class interactions interesting and beneficial personally and professionally.

LEARNING OBJECTIVES	OBSERVABLE OUTCOMES
Identify and describe systemic approaches to mental, emotional, and interpersonal functioning, apply systemic concepts to clinical scenarios, and evaluate their potential benefits and shortcomings with varying populations, constellations, and clinical presentations.	Class discussions & exercises, quizzes & exams, in-class role-plays
Identify and describe each of the major clinical models addressed in the course, and explain their similarities and differences.	Class discussions & exercises, quizzes & exams, assignments 1 – 2.

Accurately describe the historical development of family therapy, identify key figures and concepts in FT's development, and explain major influences in the field's development.	Class discussions & exercises, quizzes & exams
Apply a systems perspective to a variety of clinical presentations (e.g., relationship dissatisfaction, parenting, eating disorders) and diverse client contexts (e.g., non-traditional families, ethnic and sexual minorities, cross-cultural, low-income).	Class discussions & exercises, quizzes & exams, in-class role plays.
Identify, describe, and explain their own values, opinions, beliefs, and assumptions regarding the change process, and compare them to and integrate them with established FT models.	Assignment #1
Explain their personal change processes and apply personal change experiences to hypothetical clinical situations.	Assignment #1
Evaluate how personal values, worldview, and experiences may influence the counseling process.	Assignment #1
Recognize special ethical concerns and responsibilities of counselors who work with families.	Class discussions & exercises, quizzes & exams
Identify issues of power, privilege, and marginalization in families, their contexts, and in the counselor-client relationship, and critically evaluate one or more FT models in terms of its ability to address power disparities.	Class discussions & exercises, quizzes & exams, assignment #1

ASSIGNMENTS & GRADING CRITERIA

There areas in which your work will be evaluated are shown in the table below. A grading scale is also provided depicting the grade structure accepted by SMU and the number of course points equivalent to letter grades. Assignments, grading rubrics, and expectations for attendance and participation are described in the Appendix to this syllabus.

COURSE GRADING AND EVALUATION		SMU GRADE SCALE		
Assignment/Activity	Possible Points	A	93-100	Exceptional
Class Attendance and Participation	100	A-	90-92	High pass
Quizzes: 5 @ 20 pts each	100	B+	87-89	
Asst. #1: Discovering "You" Therapy Paper (4 parts @ 50 pts each)	200	B	83-86	Pass
Midterm Exam	200	B-	80-82	Fail
Asst. #2: Role Play Presentation	200	C+	77-79	
Final Exam	200	C	73-76	
TOTAL POSSIBLE POINTS	1000	C-	70-72	

Late & Make-Up Work Policy

In general, there is a 10% penalty for each day an assignment is late. If an assignment is more than three days late ($\geq 30\%$), it will not be accepted and a grade of "0" will be entered. Students who are absent on the day an assignment is due may submit the assignment electronically (as an email attachment) by 2:00 pm on the due date. If extreme, unavoidable circumstances (such as prolonged illness) prevent completion of an assignment by the due date, the student should contact the instructor as far in advance of the due date as possible to determine whether an extension may be offered. Most in-class (participation) grades cannot be made up. Jeopardy questions may be turned in electronically on date they are due. If illness or an emergency make this impossible, the student may bring make-up questions (extra questions from the current week's readings). This make-up assignment is due on the student's first day returning to class.

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.

Academic Integrity

Students must adhere to the SMU Honor Code as described in the Student Handbook. Students in counselor training are dually responsible for abiding by all applicable ethical standards, as mandated by University policy and professional codes of ethics. Please review the University policies on the responsibilities, policies, and penalties regarding academic honesty found at http://www.smu.edu/studentlife/PCL_05_HC.asp. Ignorance of academic and/or professional ethical standards does not excuse ethical infractions. Unethical practices are determined by behavior, not by students' intentions. Any incidents of academic or clinical ethics infractions will

be reported for investigation. Additional guidelines for academic integrity are included in the Appendix to this syllabus.

Unless otherwise specified in the syllabus, all course assignments and exams must be the student's original work, produced by the individual to whom the work is assigned. Working with partners or groups to complete any coursework is not allowed unless the coursework is specifically designated as group work. Additional information regarding academic integrity is provided in the Appendix.

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.)

In addition, if you have difficulty that does not qualify as a recognized disability but which affects your ability to succeed in the course, please meet with the instructor within the first two weeks of the semester or as quickly as possible to see if reasonable accommodations can be made. I try to be sensitive to issues such as extreme fear of public speaking, shyness, cultural traditions, or upsetting personal events that can affect a student's success, and am willing to work with you to help you overcome obstacles or find legitimate ways to go around them.

CLASS STRUCTURE

Although class structure will vary depending on content and planned activities, typical class sessions will include:

“Wake Up” activity

Quiz

Lecture, discussion, in-class exercises & activities

Break (approx 10 – 15 mins)

Lecture, discussion, in-class exercises & activities (continued)

Break (approx 10 – 15 mins)

Wrap-up; Q&A about assignments; Reminders

Changes to Course Structure & Schedule

Changes to the course structure, content, or schedule may be made as needed to enhance students' learning experiences and/or to make up classes missed due to holidays. In addition, changes to course requirements, deadlines, and grading percentages may be subject to change due to major campus emergencies at SMU such as widespread flu outbreaks, weather emergencies, or collective traumatic events. The University and the instructor will provide updates, information, and resources as needed in such emergencies.

COURSE SCHEDULE			
CLASS #	DATE	TOPIC	READING
1	8/6	<ul style="list-style-type: none"> • Getting acquainted • Syllabus review • Individual & Systemic Paradigms in Mental Health Theory & Practice • Key Concepts in FT Historical Development 	<i>FT Concepts & Methods</i> “Major Events” pp. xxi – xxv, Introduction pp. 1-8 & Chpts 1 & 4 <i>Models of FT</i> chpt 1
2	8/13	Traditional FT Models: Bowen; Structural & Strategic Quiz #1	<i>FT Concepts & Methods</i> Chpts 5, 6 & 7 <i>Models of FT</i> chpts 2, 3 & 8
3	8/20	Traditional FT Models: Experiential therapies Assignment #1 Part One due	<i>FT Concepts & Methods</i> chpt 8; <i>Models of FT</i> chpt 9
4	8/27	Contemporary FT Models: Solution-Focused Brief Therapy & Internal Family Systems Therapy Quiz #2 Assignment #1 Part Two due	<i>FT Concepts & Methods</i> chpts 12 <u>Blackboard:</u> <ul style="list-style-type: none"> • Internal Family Systems Outline • IFS Overview • IFS with Couples • IFS with Children
	9/3	UNIVERSITY HOLIDAY – NO CLASSES	
5	9/10	Contemporary FT Models: Narrative Therapy & Feminist Family Therapy Quiz #3 Assignment #1 Part Three due	<i>FT Concepts & Methods</i> chpts 11 & 13 <u>Blackboard:</u> <ul style="list-style-type: none"> • Knudson-Martin: The Female Voice • Couples, Gender, & Power
6	9/17	Mid-Term Exam Couples Therapy: EFT; Gottman; Schnarch; Domestic Violence	<u>Blackboard:</u> <ul style="list-style-type: none"> • Gottman – Sound Marital House • Intimacy & Desire – Hold onto Yourself • Evaluating Couples for Domestic Violence • Emotion Focused Couple Therapy • Marital Therapy for Affective Disorders
7	9/24	Family Therapy with Children, Adolescents & Parents Quiz #4 Assignment #1 Part Four due	<i>FT Concepts & Methods:</i> Chpt 3 & Chpt 16 pp. 411-412 <u>Blackboard:</u> <ul style="list-style-type: none"> • Children in Therapy – Parts 1 & 2 • Working with Children & Families • Families with Defiant Adolescents • The Adolescent Brain • MDFT for Adolescent Substance

			Abuse • Family Process Rules & Adolescent Symptoms
8	10/01	Quiz #5 Asst #2: Role-Play Presentations	No readings for this week; Study for final exam
9	10/08	<i>Final Exam</i>	
10	(Make-Up Day)		

APPENDIX

CLASS ATTENDANCE & PARTICIPATION (100 points possible)

The class participation grade is based on attendance, punctuality, preparation, and the quality and degree of student participation, as described in the sections below.

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 not 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 = 25 point reduction
- Emergency + ASAP notification = 25 point reduction
- Approved circumstance + no advance notice = 40 point reduction
- Non-approved circumstance + advance notice = 40 point reduction
- Non-approved circumstance + no advance notice = 50 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://smu.edu/education/counseling/AcademicCalendar2011-12.asp>). Students who

are considering dropping or withdrawing from the course should consult the Program Specialist (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.

Religious Observance

Religiously observant students whose practices require them to miss class should notify the instructor in writing at the beginning of the semester, and will not be penalized for missed in-class discussions, exercises, or quiz questions. If an exam is missed due to a religious observance, advance arrangements should be made with the instructor for making up the exam (University Policy 1.9)

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity will not be penalized for missing class discussions, exercises, or quiz questions. It is the responsibility of the student to make arrangements with the instructor in advance to make up any missed exam.

Class Preparation, Participation, & Decorum

Preparation & classroom environment. Students should arrive at each class meeting having completed all of the assigned reading, and sufficiently familiar with the readings to engage knowledgeably in discussions. All students are responsible for participating in class discussions and activities, and for maintaining a respectful and courteous demeanor toward other students and the instructor. All students (and the instructor) are expected to contribute to a safe classroom climate free from judgment, derision, or marginalization, and conducive to a productive exchange of ideas. Any student who finds the conduct of other students or the instructor offensive is encouraged to respectfully voice such concern in class, or privately with the instructor. Any student who has particular difficulty participating should discuss this privately with the instructor within the first two weeks of the semester.

Electronic media & distractions. Please turn off (or set on silent/vibrate) all cell phones or other electronic devices, including laptops. Please do not read newspapers, books for other classes, or other outside reading material during class. Notes should be written by hand and may be transcribed into electronic form outside of class time.

Breaks & meals. Light snacks and soft drinks or water may be consumed in the classroom. Breaks will be provided for meals; However, breaks will not be long enough to allow students to leave the building to obtain food. Students will need to bring their own food and consume meals in the student lounge area or other acceptable areas in or around the building.

Professionalism & courtesy. Please be prepared to begin class on schedule by arriving on time, having materials ready, and stopping casual conversation at the time class is to begin. Display kindness and respect to fellow students and the instructor. When discussing case or client issues (even fictitious ones), speak professionally and respectfully as if the client were in the room. Please keep voices low in hallways to avoid disturbing others.

QUIZZES

(100 possible points – 5 quizzes worth 20 pts each)

Quizzes consisting of 3 – 5 multiple-choice questions will be given at the beginning of the class dates indicated on the course schedule. These quizzes are intended to help students stay current on required reading, to review the previous week’s class lecture, and to assist students in preparing for the mid-term and final exams.

Assignment #1 : Discovering “Me” Therapy (Four Parts @ 50 points each = 200 points possible)

This is a four-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.*** You may fictionalize non-essential details to protect your privacy as needed.

Emphasis: It is important to keep in mind that the point of this assignment is to describe the change *process* (whether in therapy or through other means) from a *theoretical perspective*. That is, the way you think change happens regardless of the particular problem or the person(s) experiencing the problem. You may use specific, concrete examples to illustrate your points (and I encourage you to do so), but please try to describe the process of change as you think it is (or should be) for *most people* and *most situations*. We will do in-class exercises to help you understand this better.

Part One: The “You” Model **(Length: about 3 - 4 pages; 50 points)**

Use the questions below (adapted from the Griffin & Greene text [1999]) to explain your personal worldview, values, & opinions about how change happens. See Griffin and Greene (1999) chapter one for additional explanations of each of the questions. *Please address each of the 6 areas below, using the questions in bold as your headings for each section.*

1. **How do problems arise?** (This question asks where problems come from. You should describe what you think causes problems to begin with. You may also wish to discuss how someone becomes aware that a situation is problematic.)
2. **How do problems persist?** (This question is about what keeps the problem going after it’s started. What elements or dynamics seem to contribute to problems and keep them “alive” or keep people stuck in them? You may also wish to discuss what makes it hard to solve problems or to create change.)

3. **What is the objective of treatment/successful change?** (This is the over-arching goal that describes what the outcome would be if “treatment” or change is successful. This should be tied in some way to your ideas about where problems arise from and what maintains them.)
4. **What produces change?** (This question refers to all the “ingredients,” steps, processes, motivation, behavior, and so on, that actually bring change about. Be sure to explain the factors you think are involved in the entire change process – not just what it takes to get started.)
5. **What is the role of the therapist in the change process & the therapeutic relationship?** (This question asks about the functions and responsibilities you believe a therapist should bear. It also refers to the “position” of the therapist relative to the client – e.g., co-author, leader, coach, teacher, guide, expert, etc.)
6. **Applications.** Explain how your answers in two of the areas identified in the questions above might influence how you work with clients (e.g., how might you treat a client if you believe that mental/emotional problems arise from biological causes such as a chemical imbalance?).

Part Two: Self of the Counselor
(Length: about 3 - 4 pages; 50 points)

In this paper, you will articulate the personal opinions, values, biases, assumptions, and experiences that shape the way you practice therapy. Be sure to address all of the 6 areas listed below, using the phrases in bold as your headings.

1. **Capacity for Change.** How do you view people’s capacity to change? Are some people more likely to change than others? If so, what influences their likelihood to change (or not)?
2. **Comfort with People.** What kinds of people are you most comfortable with (in terms of age, sex, class, educational level, race, sexual orientation, faith, nationality, physical abilities, etc.)? What kinds of people are you least comfortable with? What life experiences, cultural or family values, or other influences shape who you are most or least comfortable with?
3. **Coping with Discomfort.** How would you cope with working with a client who exhibits the characteristics with which you are least comfortable?
4. **Competence with Problems.** What is one kind of life problem you think you would be comfortable (or feel most competent) working with? What is an example of a problem you think would be more difficult for you? What life experiences, cultural or family values, or other influences shape the kinds of problems you are most or least comfortable with?
5. **Coping with Challenging Issues.** How would you go about becoming more comfortable with the kind of issues with which you have the most difficulty?
6. **Optimal Functioning.** How would you describe optimal human mental/emotional/relational health?

Part Three: Understanding the Process of Change

(Length: about 3 – 4 pages; 50 points)

To understand how our clients engage in the process of change, it can be helpful for us to examine our own change experiences. Recall a time when you made a change in your life of at least moderate difficulty. ***It's important to address a change that you feel is sufficiently complete or resolved that it does not arouse undue distress to write about it.*** Please use the phrases in bold for your headings.

1. **Awareness of the Problem.** How did you become aware that your behavior or situation was not working for you (i.e., problematic)?
2. **Decision for Change.** List **every factor** you can think of that influenced your decision/motivation to change (or the realization that you needed/wanted to change)? See the notes, "PRICE" of change, below. (Just list the factors briefly to save space – you don't have to explain or describe them at length).
3. **Support for Change.** List **every factor** you can think of that helped you succeed in making the desired change. See the notes, "PRICE" of change, below, to help jog your memory. (Just list the factors briefly to save space – you don't have to explain or describe them at length).
4. **Diagram of the Change Process.** Create a diagram illustrating the process of change you've described in this paper. This can be any kind of diagram – a venn diagram, a genogram, or something you made up. You can draw it by hand or do it on the computer.
5. **Recognizing Your Process.** Is this particular process of change typical for you? If so, what characteristics of the process do you recognize as typical of "your process"? If not, why do you think this change process was unique for you?
6. **Applications to Practice.** How may understanding your own change process influence your work with clients?

Note for #2 & 3: To help jog your memory about factors that influenced your change process, it may be helpful to use the PRICE acronym below. You should not use the acronym in your paper – it is just a tool to help you remember in detail.

Personal resources- Thoughts, emotions, perceptions, opinions, beliefs, values, self concept, strengths, spirituality, determination, etc.

Relational Influences- Support or lack of it from family members, romantic partners, friends, co-workers, or other social relationships.

Intrinsic Motivations- Perceived reward or costs based on personal values (e.g., gratification, satisfaction, pride, self respect, growth, happiness, shame, regret, low self esteem, etc.)

Circumstantial Factors- Situations or contexts that support or inhibit the achievement of positive change (e.g., poverty, medical problems, geographic location, gender, health, affluence, education level, availability of & access to resources).

External Motivations-"Actual" rewards or costs based on societal/cultural values (e.g., exclusion, termination of relationships, social acceptance, employment gain or loss, incarceration, punishment, financial rewards, privileges gained or lost, etc.)

Part Four: Integrating the “You” Model with a Formal Therapy Model

(Length: about 3 - 4pages; 50 points)

Identify a family therapy model from the Griffin and Greene (1999) or Nichols (2009) text that comes closest to the personal perspective you wrote about in Part One of this assignment. Organize your paper using questions 1 - 5 listed in Part One of this assignment. At the start of each section of your paper, create a 5-point Likert scale indicating the level of similarity of your personal model with the formal model you’ve selected (1 = not at all similar, 2 = more dissimilar than similar; 3 = somewhat similar; 4 = more similar than dissimilar; 5 = very similar). In the remainder of each section, explain what aspects of your personal theory are similar or dissimilar to the formal model. Conclude your paper by explaining how the blending of your personal theory with the formal model might be beneficial to your practice (i.e., what you bring to the mix, and what the model brings to the mix).

Here is an abbreviated example of the format for Part Four:

Integrating Maggie Therapy with Narrative Therapy					
	1	2	3	4	5
How do problems arise?					
I think the narrative perspective on how problems arise is very similar to my personal worldview. I believe that we internalize knowledge through socialization, that is, through the discourses to which we are exposed throughout our lives. I also believe that we develop a personal identity narrative based on what we have come to believe about ourselves through others’ perceptions of us and influence on us. Like the narrative perspective, I think that many problems arise when an internalized narrative does not adequately express or honor the fullness of our experience or character.					

ASSIGNMENT #1 “ME THERAPY” SELF-GRADING RUBRIC

Students will review & self-grade their “Me Therapy” Journals before turning them in. Students are expected to be honest, balanced, and rigorous in their self evaluations. Students may ask peers for feedback & proofreading ***in class only***, but should not ask peers to evaluate papers for a grade. The course instructor will assign grades to the assignment, taking the student’s evaluation into account.

STUDENT: _____ **PART:** _____

Criteria/Expectations

Follows Instructions- (Worth up to 20 points) The paper includes all specified sections and topics explained in the assignment instructions. (If a section is missing, deduct 10 points)

2 4 6 8 10 12 14 16 18 20

For the following criteria, a score of 10 = “Markedly exceeds the expectation” and 1 = “Does not address the expectation or has severe deficiencies.”

Thoroughness- (Worth up to 10 points) Sufficient detail, explanation, and/or examples are provided to give the reader an adequate understanding of a concept, to anticipate and address

logical questions the reader might have, and to logically connect concepts within and across sections of the paper.

1 2 3 4 5 6 7 8 9 10

Relevance- (Worth up to 5 points) Responses directly address the topics or questions required by the assignment, with no superfluous or irrelevant content.

1 2 3 4 5

Insight and critical thinking- (Worth up to 5 points) The paper demonstrates personal reflection, conclusions or lessons learned from experiences, explanations of the meaning of concepts or events, and in-depth examination of concepts beyond the taken-for-granted or obvious.

1 2 3 4 5

Application to clinical work- (Worth up to 5 points) Applications to clinical work reflect careful thought, offer concrete recommendations, and illustrate realistic portrayals of practice settings consistent with the student's level of clinical experience and knowledge.

1 2 3 4 5

Writing clarity and style- (Worth up to 5 points) Paper is free of spelling and grammatical errors; is clearly written, with a logical and cohesive flow of ideas; and relevant aspects of APA style are accurately applied. Deduct one point for each error identified.

1 2 3 4 5

TOTAL POINTS AWARDED BY STUDENT: _____

TOTAL POINTS AWARDED BY INSTRUCTOR: _____

INSTRUCTOR COMMENTS:

Assignment #2: Role-Play Case Presentation **(200 points possible)**

Students will work in small groups of 3 – 5 to enact and record a couple or family therapy clinical scenario, which the group will devise. One student in each group will play a counselor working from one of the FT approaches studied in this course. Other group members will play client roles. Each group will record a DVD of a 10 - 15 minute “session” to accurately demonstrate how the identified approach might work in a clinical setting. The presentation should illustrate the theoretical assumptions of the approach and recognized techniques associated with it. The “session” may represent early, mid, or late-stage therapy.

Presentation

The group will briefly describe what approach is being demonstrated and provide information about the couple/family’s history, presenting problem, and goals of counseling. Group members will provide a brief introduction to the particular session the class will be viewing (e.g., problem being addressed in the session, session goal, case conceptualization consistent with the model, and interventions used). The group will then play the DVD role play, pausing as necessary to point out important features. Following the DVD, group members will assume their role-play characters while the class functions as a reflecting team to offer comments, observations, and ask questions of family members and/or the counselor. Group members may also direct questions and comments to the reflecting team. The entire presentation/activity should last between 35 - 45 minutes. ***Presentations will be made on the dates indicated on the course schedule.***

Assignment #2 Grading Rubric

The instructor will evaluate this assignment through observation, using an 8-item Likert scale measuring the criteria listed below. Each of the 5 criteria is worth up to 40 points for a maximum possible total of 200 points. Each scale item will range from 4 – 40, with 4 = Unsatisfactory and 40 = Excellent.

Criteria:

- Case conceptualization is consistent with model – The view of individual and/or family processes, presenting problem, treatment goals, and intervention planning accurately reflect the selected model.
4 8 16 20 24 28 32 36 40
- Interventions are accurately representative of model- Interventions are selected, constructed, and applied in a manner that typifies the model.
4 8 16 20 24 28 32 36 40
- Quality of role play represents a plausible clinical session- Actors do not exaggerate behaviors or exhibit an undue level of compliance or resistance to treatment. “Therapist” responds to “clients” in a relevant, appropriate manner consistent with the model’s view of the therapist’s role.
4 8 16 20 24 28 32 36 40
- Presentation is well-organized & group members appear well-prepared- Group members appear engaged with each other & the audience. Contribution of each group

member is evident and approximately equal to other group members. Presentation exhibits a logical, clear narrative. Group members have all notes and materials at hand and presentation flows without distracting hesitations, forgetting one's part, or lags in momentum.

4 8 16 20 24 28 32 36 40

- Group members manage the reflecting team activity to be relevant, engaging, and thought-provoking- Group members demonstrate preparedness with questions and comments devised in advance to keep the discussion active. Group members address reflecting team's questions in character as appropriate, and demonstrate depth of knowledge regarding the model and systemic processes.

4 8 16 20 24 28 32 36 40

MIDTERM & FINAL EXAMS (100 points each)

Two exams will be administered in this course, one at mid-term and a final at the end of the term. The mid-term exam will cover material from readings and class lecture-discussions over the first half of the semester, and the final will cover material from the second half of the semester.

Each exam will contain 50 multiple-choice questions (worth 2 points each) Please bring a #2 pencil to class on exam days.

The mid-term exam will be administered during the first half of the class period on the date specified on the course schedule. Two hours will be scheduled for the exam, followed by a 15-minute break. Regular class activities will resume at approximately 12:30 pm. The exam time & resumption of class activities may be shortened if everyone finishes before the allotted 2-hour time. If you require additional time to take an exam, please notify the instructor as soon as possible and arrange to arrive early on the exam day. The final exam will be held at the beginning of the final class period (make-up day). There will be no other class activities following the final exam.

ACADEMIC INTEGRITY GUIDELINES

Most academic integrity infractions on University campuses involve two problems: plagiarism or cheating. It is **essential** for students (and professionals) to understand that **intentions have no bearing** on whether a person is guilty of plagiarism or cheating. Ethical infractions caused by ignorance, naïveté, or sloppy work habits can (and often do) result in the same consequences as deliberate efforts to deceive.

Plagiarism

The SMU Honor Code, the American Counseling Association, the American School Counselor Association, and the Association for Marriage and Family Therapy all provide information regarding the ethical guidelines for academic and clinical work, including plagiarism. The APA Publication Manual provides details about what constitutes plagiarism. Students should

familiarize themselves with the University, APA, and other applicable ethical guidelines for their profession.

Put simply, plagiarism is the act of passing off others' work as one's own, usually by not giving proper credit to the authors of source materials. Here are some examples:

- Dave worked with another student from his class to complete a homework assignment that should have been done individually. His work and his classmate's are strikingly similar.
- Alissa cut and pasted sentences, phrases, and passages from articles she found online to create a report on her assigned topic. She did not put these passages in quotation marks.
- Jorge paraphrased passages from books and articles by changing some of the words. Since they were not verbatim quotes, he generally just put a citation with the author and year at the end of the sentence.
- Lee found a paper on his assigned topic online and downloaded it. He changed it up a bit and turned it in.

Similar common issues (that are unethical or poor practice)

- Quoting an author out of context, making it look as though the author said something he/she didn't (this often happens through careless reading).
- Citing and listing as references sources that were not actually obtained and read, but were copied out of other articles or books.
- Using so much quoted material that none of the student's original thinking is evident.

Students are expected to have a high degree of familiarity with the APA manual and its requirements. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines (from the 2005 5th edition) include:

1. Always cite the source of a quote or paraphrase.

When quoting:

- Copy the original material word-for-word. Reproduce punctuation exactly.
- 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.
- 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)

When paraphrasing:

- Restate concepts in *substantially different words* than the original material
- Immediately after paraphrased material, cite author(s) and year. If the paraphrase is close to the author's language, include page numbers in the citation
- If paraphrased material extends to multiple paragraphs, be sure to cite the source in *each* paragraph.

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.

Cheating

Cheating is generally easy to recognize, and students are usually aware of cheating (whereas plagiarism can be inadvertent). Cheating is the use of any source, person, or method that gives the user an unfair advantage. Cheating often involves accessing information (e.g., notes, test answers) in unsanctioned ways such as bringing written notes to an exam, texting test answers, stealing test keys, using work from students who have already taken the class, and so on.

Resources

SMU Honor Code

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

2005 American Counseling Association Code of Ethics

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Ethical Principles of Psychologists and Code of Conduct

<http://www.apa.org/ethics/code/index.aspx>

Ethical Standards for School Counselors

<http://www.schoolcounselor.org/content.asp?contentid=173>

AAMFT Code of Ethics

http://www.aamft.org/resources/lrm_plan/ethics/ethicscode2001.asp