

**HDCN 6311 Foundations of Marriage & Family**  
**Winter Term 2013**  
**Thursdays 10:00 am - 2:15 pm**

**Professor:** Charette Dersch, Ph.D.

**Cell Phone:** [REDACTED]

**Email:** [REDACTED]

**Office Hours:** By appointment only

**COURSE GOALS AND OBJECTIVES**

Learning Objective	Measurable Outcome
Develop an initial integrated framework for assessing couples' relationships 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 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 TEXTS**

Gottman, John M. (1999). *The Marriage Clinic*. New York: W.W. Norton and Company.

Gurman, Alan S. & Jacobson, Neil S. (2002). *Clinical Handbook of Couple Therapy*. 4th Edition. New York: The Guilford Press.

**COURSE GRADING CRITERIA**

**Class Attendance and Participation** – Regular attendance and participation in this course is required and considered absolutely essential. If you are unable to attend, please notify the instructor in advance. All class periods will entail class discussion and some will involve small group work, role-playing, and/or tape analysis.

Consequently, participation by every student is a must. Participation in this course includes the following:

1. Thoughtful and respectful class discussion. This means that you should have completed the reading before class and be prepared to discuss the relevant details of it and how it applies to our work as counselors. You should also be respectful of your classmates and not interrupt, talk amongst yourselves, or dominate discussions.
2. Participate in family therapy role-plays and small group work.

Statement on Attendance:

1. Instructor should be given 24 hours' notice of any absence whenever possible

2. 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.
3. A student's final grade will be impacted if two absences occur.
4. 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://smu.edu/education/counseling/AcademicCalendar2011-12.asp> then consult with the Program Specialist if they believe this option is a possibility.)

**Skill Development** - a videotaped integrative role play with corrected transcript and video.

**Reflections & Ruminations** - eight articles to be read from the Clinical Handbook of Couple Therapy with written responses.

**Mid-Term Exam** - a multiple choice and essay exam based on readings, class discussions, videos, and exercises.

**Final Exam** - a multiple choice and essay exam based on readings, class discussions, videos, and exercises.

**Grading and Evaluation:** Your grade in this course will be based on the following:

<b><u>Component</u></b>	<b><u>Possible Points</u></b>
1. Class Attendance and Participation	100
2. Midterm Exam	100
3. Skill Development	100
4. Reflections & Ruminations	200 (100 each)
5. Final Exam	<u>100</u>
<b>TOTAL POSSIBLE POINTS</b>	<b>600</b>

### Grading Scale

Grade	Performance Description	Percentage Points	Actual Class Points
A	Exceptional	93 – 100	558 - 600
A-	High Pass	90 – 92	540 – 557
B+		87 – 89	522 – 539
B	Pass	83 – 86	498 – 521
B-		80 – 82	480 - 497
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≥	

## TENTATIVE COURSE SCHEDULE

<u>10/25/12</u> Chapters 1	Overview of course, Syllabus, Group Activities; Myths & Mistakes	
<u>11/1/12</u> Chapter 3 Art & Science of Love	SMH Theory; (Love, Family Process)	
<u>11/8/12</u> Chapter 2, 4 & 5 Great Expectations Marital Spats, Taken to Heart Knapp's Relational Developmental Model The Romantic Love Cycle	Repairs and the Core Triad; Assessment & Disasters and Masters; (Relational Development, Love Styles)	
<u>11/15/12</u> Chapter 6 & 7	Intervention & Enhancement; (Domestic Violence)	
<u>11/22/12</u>	<b>NO CLASS—Thanksgiving</b>	
<u>11/29/12</u> Chapters 8 & 9 No End of the Affair Infidelity's No Longer the Kiss of Death	Solutions & the Inevitable; (Extra-Marital Relationships)	<b>Reflections I Due</b>
<u>12/6/12</u> Chapters 10 & 11	Dreams, Resistance, & Relapse; (Step Families)	<b>Mid-Term Exam</b>
<u>12/13/12</u> Chapters 12 & 13	Termination, Emotion, and Children	<b>Turn in Video Transcripts</b>
<u>12/20/12</u>	<b>NO CLASS—Holiday</b>	
<u>12/27/12</u>	<b>NO CLASS—Holiday</b>	
<u>1/3/13</u> Chapters 14 & 15	Synthesis & Integration	<b>Reflections II Due</b>
<u>1/10/13</u>		<b>Final Exam</b>

**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](http://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.

**SMU Fall 2009 Emergency Preparedness Syllabus Insert** - 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](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 5<sup>th</sup> 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)

- 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:
  - Restate concepts in *substantially different words* than the original material (p. 349)
  - Immediately after paraphrased material, cite author(s), year, and, whenever possible, page number(s) (pp. 121 & 349)
  - 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

	<b>Exemplary 100-90</b>	<b>Accomplished 89-80</b>	<b>Developing 79-70</b>	<b>Needs Improve. 69 or below</b>
<b>Preparation for class/class discussion 33.33%</b>	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
<b>Small group participation 33.33%</b>	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
<b>Class absences 33.33%</b>	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

**Reflections & Ruminations Rubric**

	<b>100-90</b>	<b>89-83</b>	<b>82 &amp; Below</b>
<b>Depth of Thought &amp; Analysis 20%</b>	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.
<b>Synthesis &amp; Congruency 20%</b>	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.
<b>Thoroughness 20%</b>	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.
<b>Personalization 20%</b>	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.
<b>Clarity of Writing and Mechanics 20%</b>	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.

Student Name \_\_\_\_\_

Date \_\_\_\_\_

**Rubric  
Counseling Performance Assessment**

Circle One Choice	<b>Needs Improve. 7</b>	<b>Developing 8</b>	<b>Accomplished 9</b>	<b>Exemplary 10</b>	Score
<b>POISE</b>	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	
<b>VOICE</b>	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	
<b>BEGINNING OF SESSION</b>	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	
<b>ESTABLISHES RAPPORT WITH CLIENT</b>	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	
<b>FOCUSES THE COUNSELING</b>	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	
<b>GOTTMAN COUNSELING THEORY AND APPROACH</b>	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	
<b>DIVERSITY</b>	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	

<b>PROBLEM SOLVING (USING GOTTMAN AND OTHER MODELS AS NEEDED)</b>	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)	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)	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)	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)	
<b>INTERVENTION STRATEGIES (USING GOTTMAN AND OTHER MODELS AS NEEDED)</b>	Uses inadequate or inappropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses some appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	Uses appropriate strategies for client expressing difficulties dealing with relationships, personal, educational or career planning concerns and/or normal developmental tasks	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	
<b>ENDS THE SESSION WITH CLOSURE</b>	The counseling session has no clear conclusion or no follow-up is planned with the client	The counseling session has abrupt concluding remarks or a limited follow-up is planned with the client	The counseling session concluding remarks contain a summary of the session and some follow-up options are offered to the client	The counseling session concluding remarks are a good summary of the session and follow-up options are clearly going to work for the client	
<b>COMMENT</b>					<b>TOTAL</b>