

HDCN 6312 FAMILY THERAPY



Winter 2012-2013

Thursday 6:00 pm – 10:15 pm

Lecturer:

Edita Ruzgyte, Ph.D.

✧ Phone: [REDACTED] ✧ Email: eruzgyte@txwes.edu

✧ Office Hours: By appointment

REQUIRED TEXTS

Metcalf, L. (ed) (2011). *Marriage and Family Therapy*. New York: Springer Publishing Company

Nichols, M. P. (2012). *Family therapy: Concepts and methods* (10th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN-13: 978-0205827190

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 & exams, assignments 1 – 3.

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, & exams Assignment #2
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, exams, in-class role plays. Assignment #1 and #3
Evaluate how personal values, worldview, and experiences may influence the counseling process.	Class discussions & exercises, exams, in-class role plays.
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, exams, assignment #2

ASSIGNMENTS & GRADING CRITERIA

There are six areas in which your work will be evaluated, as 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.

Grading and Evaluation	
Assignment/Activity	Possible Points
Class Attendance and Participation	10
Article review	10
Theory comparison chart (details provided during the first class)	25
Midterm Exam	10
Asst. #2: Role Play Presentation	20
Final Exam	25
TOTAL POSSIBLE POINTS	100

Note: Course syllabi are intended to provide students with basic information concerning the course. The syllabus can be viewed as a 'blueprint' for the course; changes in the syllabus can be made and students will be informed of any substantial changes concerning examinations, the grading or attendance policies and changes in project assignments.

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

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.

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 – FALL 2011			
CLASS #	DATE	TOPIC	READING
1	10/25	Syllabus review Individual & Systemic Paradigms	FT Concepts & Methods Ch 1; 2; 3 Marriage and family therapy Ch 1; 2
2	11/01	Bowen Family Systems therapy	FT Concepts & Methods Ch 4 Marriage and family therapy Ch 3

3	11/08	Contextual Family Therapy	Marriage and family therapy Ch 4
4	11/15	Experiential therapies	FT Concepts & Methods Ch 7 Marriage and family therapy Ch 7; 8
	11/22	Happy Thanksgiving	
5	11/29	Review and midterm exam	
6	12/06	Structural & Strategic & Milan	FT Concepts & Methods Ch 5; 6 Marriage and family therapy Ch 9; 10; 11;
7	12/13	Solution-Focused Brief Therapy	FT Concepts & Methods Ch 11 Marriage and family therapy Ch 12
8*		Narrative Family therapy	FT Concepts & Methods Ch 12 Marriage and family therapy Ch 13
	12/20	Happy Holidays	
	12/27		
9	1/03	Emotionally Focused Therapy	Marriage and family therapy Ch 14
10	1/10	Final Exam	

* Due to Thanksgiving holiday on November 22 we are left with 9 Thursday classes. Based on the catalog and university policies we will have to schedule time to make up one class period. We will discuss this during the first class period.

CLASS ATTENDANCE & PARTICIPATION (10 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

Regular attendance and participation in this course are required and considered essential. If you are unable to attend:

- Instructors 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.

All class periods will involve class discussion and activities that cannot be made up due to absence. Students may not request make-up work for missed in-class activities or class notes from the instructor. 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**. Advance notification may take the form of phone calls/voice mails or emails sent to the instructor prior to the start of class. 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. Clearly, emergencies cannot be foreseen in advance. In such instances, please notify the instructor as soon as possible. Participation grade reductions for each absence are described below:

- Approved circumstance + advance notice = 1 point reduction
- Emergency + ASAP notification = 1 point reduction
- Approved circumstance + no advance notice = 1.5 point reduction
- Non-approved circumstance + advance notice = 2 point reduction
- Non-approved circumstance + no advance notice = 2.5 point reduction

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.)

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 not exceeding 5 points 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 knowledgably 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.

Assignment #1: Article review (10 points possible)

Final score will be calculated by adding all the points you earned for article reviews and divided by 5.

Each student will do a one page article summary (APA style) for 5 of the theories that we study this semester. Each article is due at the beginning of the class period during which we will discuss the theory presented in your article review. Be prepared to discuss your article in class. We may not always have time for it, but when I discuss something that is relevant to your article – raise your hand and speak up.

Details about the structure of article review:

- No need for cover page
- 1 inch margins
- Times New Roman, font 12 (no exceptions)
- Put your name in the header

- On the top of the page, put the APA style reference of the article you are reviewing and then proceed within the text. This is different than APA requirements for a typical paper, in which you would put the reference on the last page.
- Be sensitive to plagiarism. There should NOT be any direct quotes in this paper. It is too short for it. So use your own words. Remember, if you have more than 4 direct words from the article – it is considered a direct quote and needs to be indicated as such.
- Do not paraphrase the abstract. Your paper is the synthesis
- Include your article when turning in the paper. I hope that you will make a copy of the article and keep the original for yourself. Start building your article library! – in order to save paper, please print 4 pages per sheet.
- You will lose 1 point for missing each item above.

Grading Rubric for Article Review

Content and Organization

Points 2

The paper provides evidence of a thorough, well-supported discussion of the assigned topic beginning with a clear introduction and purpose statement, continuing with a logical and thoughtful discussion, and concluding with a summary of key points and discussion of implications, recommendations, and personal reactions.

APA (6th ed.) Style and Format

Points: 4

The paper uses headings and avoids bias, jargon, and an abundance of direct quotations.
 Discussion is well-supported by scholarly references, correctly cited in-text, and referenced on a separate page.

Mechanics

Points; 1

The paper contains no spelling or word usage errors, uses correct sentence structure, punctuation, syntax, subject/verb agreement, and singular and plural pronoun/antecedent agreement.

Evidence of Quality in Academic Writing

Points: 3

The paper provides evidence of consideration for its intended audience.
 The paper provides evidence of in-depth understanding, critical thought, reflection, and synthesis captured in an authoritative, self-confident manner.
 The paper reviews the literature for all sides of an argument, topic, or research problem. All views are presented for their contributions to the topic.
 The paper stays focused on the central topic and gives consideration to inherent complexities and limitations.
 The paper provides evidence of valuable contributions to learning and new knowledge.

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

Each student will be a counselor and a client and will work with 2-4 classmates to enact and record a couple or family therapy clinical scenario, which the group will devise. Students are encouraged to work with different classmates for sessions where they are clients and where they are counselors.

Each student 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.

Each group will address one topic/issue/concern discussed in Chapter 10 in "Family therapy: Concepts and methods" textbook.

Presentation

The counselor will briefly describe what approach is being demonstrated in the session. Together with other group members the counselor will 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. Depending on the size of the class the presentation/activity will last between 20 – 45 minutes (the proposed length of the presentation will be discussed during the first class period).

Grading Rubric

- Case conceptualization is consistent with model (2 points) – The view of individual and/or family processes, presenting problem, treatment goals, and intervention planning accurately reflect the selected model.
- Interventions are accurately representative of model (2 points) - Interventions are selected, constructed, and applied in a manner that typifies the model.
- Quality of role play represents a plausible clinical session (2 points)- "Therapist" responds to "clients" in a relevant, appropriate manner consistent with the model's view of the therapist's role.
- Presentation is well-organized & ALL group members appear well-prepared (2 points) – Counselor appear engaged with each other & the audience. Presentation exhibits a logical, clear narrative. Presentation flows without distracting hesitations, forgetting one's part, or lags in momentum.
- Counselor manage the interactive discussion and feedback from peers and professor (2 points) - Counselor is insightful about the process of the session, his or her role in it. Is open to receive feedback and reflections from the class.

Each student has to be a client at least in one session. Even though only a counselor earns points for this activity, if students do not participate as a client in at least one session they will lose 10 points from the final grade. Students can earn 2 extra points for up to 3 additional sessions where they play a client.

Assignment # 3 **Theory comparison chart** **(25 points)**

Details for this assignment will be provided during the first class period.

MIDTERM (10 points) & FINAL EXAM (25 points)

There will be two in class evaluations 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. Details will be discussed in class.

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 their sources. 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.
2. 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)
3. 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