

Sam Houston State University
College of Education
Department of Educational Leadership and Counseling
Summer 2008

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Office hours: by appointment

Text/Readings: Goldenberg, I., & Goldenberg, H. (2004). *Family therapy: An overview* (7th Ed.). Pacific Grove, CA: Books/Cole.

Articles placed on Electronic Reserve under Dr. Bruhn's CNE 632
(password mftheories)

Prerequisite: CNE 564 Theories of Counseling

Course Catalogue Description: This course focuses on basic concepts in marriage and family therapy, theories of therapeutic change in families, marriage and family development and foundations of family systems therapy. Prerequisite: CNE 564.

Course Information: The purpose of this course is to provide students with an overview of prominent marriage and family theories and an understanding of systematic approaches and techniques when working with couples and families.

This course will be a combination of lecture and discussion. Role plays and video tapes will be used to demonstrate the major components of theoretical approaches.

The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

IDEA Objectives:

Essential: gaining factual knowledge (terminology, classifications, methods, trends); learning fundamental principles, generalizations, or theories

Important: learning to analyze and critically evaluate ideas, arguments, and points of view

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards</i>
1. Demonstrate effective communication through oral, written, and nonverbal expression	Participate in role plays Complete writing assignments	Observation by instructor Grading of written assignments	SB-f1
2. Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth	Reflections Couple interview in class	Reflections Presentation of couple interview	SB-g2 CA=K8b, K8c, K2c
1. Provide students with an overview of the evolving viewpoints, perspectives, and values of marriage and family therapy including the history of marital couple, and family counseling	Completion of the quizzes and final exam.	Written assessments	CA=K1a, K2a
4. Candidates for other professional school roles know their fields and can explain principles and concepts delineated in professional, state, and institutional standards.	Critique on professional videos	Video critiques	NC-Standard 1 SB-g3
5. Counselors consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences	**Conduct an interview (role play) with a couple in class	Oral presentation	SB-f4
6. Acquaint students with ways in which families operate as social systems, developing and changing as they move through the family life cycle	**Conduct an interview (role play) with a couple in class	Oral presentation	SB-f4 CA=K2a, K3a, K3d
7. Assist students in distinguishing families on a continuum from a temporary crisis to a continually, severely dysfunctional level	Assigned readings, attend lectures/discussions	Assessments and class participation	SB-f3 CA=K3c, K3d
8. Introduce students to current theories and practices of marriage and family therapy, and the relationship to similar theories and practices and individual and group	Critique videos of master therapists Role Plays	Observation of role plays Oral assessment of the video critiques	CA=K3a, K6c, K6e, K5d

counseling.			
9. Develop an understanding of marriage and family therapy	Critique videos, assigned readings, attend lectures/discussions	Oral assessment of the marriage and family therapy videos, assessments	CA=K5d
10. Develop an understanding of the systematic interaction patterns in families with special problems such as abuse, alcohol, divorce and remarriage	Assigned readings, attend lectures/discussions	Assessments and class participation	SB-f3 CA=K3c
11. Explore the influence of cultural heritage on marriage and family patterns and counseling: curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning.	Genogram tracking ethnicity and cultural aspects of student – in class experience	Oral assessment of diversity comprehension	NC-Standard 4 SB-e1 SB-e2 CA=K2b, K2c
12. Discuss professional and ethical issues in marriage and family therapy	Conduct role plays of ethical vignettes	Oral assessment of ethical and legal issues	SB-g3 CA=K3e

Cell Phones:

Please turn your cell phones off before class. If you are expecting an emergency call, please contact that individual during the mid-class break.

Attendance Policy:

Regular and punctual class attendance is expected by each student. The attendance policy as stated in the *Handbook* for all is as follows. “(1) Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor of the class is expected. (2) With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both absences. The Faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that absence. (3) A drop of a letter grade will occur for each subsequent absence.”

Consistent or prolonged tardiness will be recorded and may be added up to equal an absence. Please inform me of the nature of any absence (before class if possible). Any exam missed due to absence must be made-up on campus by appointment. It is the student's responsibility to contact me to set the make-up appointment.

SPECIAL NOTE: Attendance in a hybrid/online class is determined by participation in the meetings and submitting assignments in on time. I will check the performance dashboard which indicates how often you are accessing the class site on Blackboard.

Disabilities:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the University. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic

performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the University policy, see:

http://www.shsu.edu/~vaf_www/aps/811006.html

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf

Confidentiality:

All information about clients or information shared by students in class will be held in the strictest confidence and falls under the ethical guidelines of the American Counseling Association and the American Association for Marriage and Family Therapy. Any violation of these ethical codes may result in a student failing this course plus possible dismissal from the counseling program.

Written Work:

All written work must be written at the graduate level and follow *Publication manual of the American Psychological Association* (5th ed.) (2001) format as indicated in the SHSU Educational Leadership and Counseling Department Writing Standards. (NCATE Standards: N: 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1-4.4). The Department standards may be downloaded at http://www.shsu.edu/~edu_elc/counseling/documents/writingstandards.pdf .

Periodically, student work may be filtered through the SHSU online Turnitin.com” program, which validates whether the work is original or plagiarized. Students are encouraged to carefully cite any work that is not their own.

Academic Honesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

<http://www.shsu.edu/administrative/faculty/sectionb.html#dishonesty>

Course Evaluation:

1. Assessments (10 points each): Students will take a quiz on each chapter (15 chapters worth 10 points each = 150 points).

2. Family Life Cycle Interview (10 Points): In class, students will interview each other using the family life cycle of their current families. We will discuss how to conduct the interview in class.

The stages for the couple/family to be interviewed are:

- A young couple with no children or a couple of any age with no children.
- A family with young children (0 to 10 years of age)
- A family with pre-teens or teenagers
- A family launching children
- A family in later life

Suggested questions for the interview:

- What are the biggest tasks/challenges for your family in this life-cycle stage?
- What is different/the same for how you had imagined your life at this point?
- What do you anticipate for the next stage of the family life-cycle?
- What goals have you set for the next five (5) years and 10 years as a family?
- Prepare your own questions based on the family life cycle emotional processes and 2nd order changes as discussed in Chapter 2 of your text. Be creative!

3. Reflection papers (10 points each): Students will write reflection papers on assigned readings, videotapes, or other assignments. Reflection papers will be no less than one full page and no more than two full pages.

Total Points:

Quizzes	150
Reflections	50
Family Life Cycle Interview	10
Final Exam	50
Total Possible Points	260

Grade Determination:

A = 234 – 260
B = 208 – 233
C = 182 – 207
F = 181 and Below

Course Outline: The following is an outline of your assignments for Summer II. Complete instructions are located under this course on Blackboard.

Date	Reading/Activity	Assignments Due	Possible Points	Due Date
7-7 to 7-16	Read "lecture notes" under course information for each chapter Read "Building the Sound Marital House: An Empirically Derived Couple Therapy (electronic reserves)" Read chapter 1 Read chapter 2 Read chapter 3 Read chapter 4	Reflection Quiz #1 Quiz #2 Quiz #3 Quiz #4	10 10 10 10 10	All of these are due by Tuesday, July 15 th at 9 pm
7-16 Class Meeting for CFISD 7-17 Class Meeting for NC	VERY BRIEF time for Q & A about reading so far Group work to prepare for chapters 5, 6, 7, 8 Master therapist videos Family life cycle interview and brief presentation	Role-play a family-life cycle interview in class	10	
7-16 to 7-23	Read chapter 5 Read chapter 6 Read chapter 7	Quiz #5 Quiz #6 Quiz #7	10 10 10	All due by Tuesday, July 22 at 9 pm

	Read chapter 8	Quiz #8	10	
	Read Fogarty article	Write a reflection showing that you understand the connection between these two articles	10	
	Read Berenson article			
7-23 Class Meeting for CFISD 7-24 Class Meeting for NC	Group work to prepare for chapters 9-12 Master therapist videos			
7-23 to 7-30	Read chapter 9	Quiz #9	10	All due by Tuesday, July 29 at 9 pm
	Read Johnson/Denton article	Reflection paper	10	
	Read chapter 10	Quiz #10	10	
	Read chapter 11	Quiz #11	10	
	Read chapter 12	Quiz #12	10	
7-30 Class Meeting for CFISD 7-31 Class Meeting for NC	Group work to prepare for chapters 12-15 Master therapist videos			
7-30 to 8-7	Read chapter 12	Quiz #12	10	All due by Tuesday, August, 5 th at 9 pm
	Read Selvini-Palazolli article	Reflection	10	
	Read chapter 13	Quiz #13	10	
	Read chapter 14	Quiz #14	10	
	Read Harlene Anderson article	Reflection	10	
	Read chapter 15	Quiz #15	10	
8-7	Final Exam (on Blackboard)		50	Due on August 6 th at 9 pm

References

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