

**University of North Texas at Dallas**  
**Fall 2016**  
**SYLLABUS**

<b>COUN 5590 Counseling Couples</b>		<b>3Hrs</b>	
<b>Department of</b>	Counseling and Human Services	<b>Division of</b>	Human Services
<b>Instructor Name:</b>	Dr. Cyndi Matthews		
<b>Office Location:</b>	Dallas Building 1 Room 301C		
<b>Office Phone:</b>			
<b>Email Address:</b>	<a href="mailto:Cynthia.matthews@untdallas.edu">Cynthia.matthews@untdallas.edu</a> (best way to contact me)		
<b>Office Hours:</b>	After class and By appointment		
<b>Classroom Location:</b>	Dallas Building 2 Room 337		
<b>Class Meeting Day/Time</b>	Thursdays 7:00 to 8:20 pm		
<b>Course Catalog Description:</b>	Students learn principles and models of relationship health and maladjustment, including counseling theories and interventions for working with couples. Basic Skills and Counseling Theories prerequisites. 3 hours.		
<b>Prerequisites:</b>	COUN 5680 and COUN 5710; Officially accepted into program		
<b>Co-requisites:</b>			
<b>Required Text:</b>	<p>Gurman, A. S. (Ed.). (2008). <i>Clinical handbook of couple therapy (4th ed.)</i>. New York: Guilford. (free online copy)</p> <p>Gurman, A. S. (Ed.). (2010). <i>Clinical Casebook of couple therapy</i>. New York: Guilford. (bookstore – hardback/paperback)</p> <p>Gottman, J. M., &amp; Silver, N. (1999). <i>The seven principles for making marriage work</i>. New York: Three Rivers. (paperback)</p> <p>American Psychological Association. (2009). <i>Publication manual of the American Psychological Association (6th ed.)</i>. Washington, DC: Author.</p> <p>Assigned readings, and PowerPoints on Blackboard website.</p> <p>TK20 reporting and assessment system software:  <a href="http://www.untdallas.edu/soe/tk20">http://www.untdallas.edu/soe/tk20</a></p>		
<b>Recommended Text and References:</b>	<p>Gottman, J. M., Notarius, C., Gonso, J., &amp; Markman, H. (1979). <i>A couple's guide to communication</i>, Champaign, IL: Research Press.</p> <p>O'Learly, K. D., Heyman, R. E., &amp; Jongsma, A. E. (2014). <i>The couples psychotherapy treatment planner</i>. Hoboken, NJ: Wiley.</p>		
<b>Access to Learning Resources:</b>	<p>UNT Dallas Library:  phone: (972) 780-3625;</p>		

web: <http://www.unt.edu/unt-dallas/library.htm>  
 UNT Dallas Bookstore:  
 phone: (972) 780-3652;  
 e-mail: [1012mgr@fheg.follett.com](mailto:1012mgr@fheg.follett.com)

**Course Goals or Overview:**

Each student will become knowledgeable about various theories and interventions of couple counseling. Students will develop their ability to recognize and identify different levels of relationship phenomena that occur around and between partners in a relationship (e.g., systemic implications, communication styles, sexuality, subconscious beliefs and projections, and underlying affects; extra-relationship factors such as diversity factors, spirituality, etc.), and how these present in couples sessions. Students will examine their own familial, dating and love relationship dynamics and how these may impact their own functioning as couples counselors

**Learning Objectives/Outcomes:** At the end of this course, the student will understand and explain the following:

Marriage and Family CACREP Standards	CACREP Standard	Evaluation
1. Conceptualize and articulate a couple's relationship patterns from several theoretical perspectives	CACREP II. K. 3. a.; 5. c., d.	Quizzes, midterm exam, final exam Interview
2. Discriminate multiple levels of interpersonal phenomena occurring between partners	II. K. 3. a., b., c.; 5. c., d.	Quizzes, midterm exam, final exam Exploration Paper and Interview
3. Demonstrate structured couples interview and counseling interventions and techniques	II. K. 5. a., b., c., d.; 7. b., f., g., h.	Quizzes, midterm exam, final exam Exploration Paper and Interview
4. Identify characteristics of spousal abuse issues and justify appropriate interventions	II. K. 3. a., b., c.; 5. c., d.	Quizzes, midterm exam, final exam
5. Demonstrate knowledge of current thinking on sexual dysfunctions and treatment interventions	II. K. 3. a., c.; 5. c., d.	Quizzes, midterm exam, final exam
6. Identify and interpret multicultural, ethical, and legal issues in couple counseling	II. K. 1. h.; 2. c.	Quizzes, midterm exam, final exam

**Methods of instruction:**

This hybrid course will emphasize reading, discussion, and experiential learning as its principal strategies.

Students will participate in using and practicing counseling theories and techniques in carefully-designed role-playing situations.



The course will also use videos of couples interactions; students will discuss and analyze the couples dynamics as shown on the videos.

The course will utilize a seminar/flipped classroom approach, rather than lecture, to presentation of course content.

### Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated on the Blackboard webpage.

<b>Timeline</b>	<b>TOPICS</b>	<b>Video</b>	<b>Readings</b>	<b>Assignments</b>
Class 1 & 2 Aug. 25	Introduction; hybrid class orientation	•Lecture 1 on blackboard	•Benson et al. (2012) •Cahill (2005) •CHCT 1 & 3	•Assign couples •Questions about couples/marriage •Online Discussion board due by Sunday the 28 <sup>th</sup> Aug
Class 2 Sept. 1 Not meeting	Ethics in Couples Counseling No face to face – continue with lecture & readings		•CHCT 24, 25, & 26 •AAMFT CoE •ACA Ethical Standards; •Sperry (2007)	•Ethics Quiz
Class 3 Sept. 8	Attachment theory	• <i>When the Bough Breaks</i> (not the new movie)	•Levine (2005) •Pistole (1999) •Waters (2004)	•Review Bb OHI packet •Online Attachment Quiz
Class 4 Sept. 15	Emotionally Focused Couple Therapy	•Susan Johnson Video <i>Emotionally Focused Couple Therapy</i>	•CHCT 4 •Doherty (2002)	•Exploration paper due •Discussion Board EFT
Class 5 Sept. 22	Imago Therapy	•Harville Hendrix * <i>Getting the Love You Want</i> * <i>Imago Couples Therapy</i> * <i>Healing Relationships with Harville Hendrix</i>	•Allman (2005); •Hendrix (2005)	•Submit OHI couples for assignment •IMAGO Therapy Quiz
Class 6 Sept. 29	Internal Family Systems Therapy	•Richard Schwartz <i>Internal Family Systems Therapy</i>	•Schwartz & Rose (2002)	•IFST Quiz
Class 7 Oct. 6	Gender Issues in Couples Therapy	• <i>He just doesn't get it – or does he?</i> • <i>Gender differences in couples therapy</i>	•Clinical Handbook of Couple Therapy, Chapter 22 •Matthews (2014) – <i>Gender Aware Therapy</i> • <i>Gender roles in couples counseling</i> • <i>Power Equity Guide/Assessment in Couples Counseling</i>	•Discussion Question Gender Issues in Couples Therapy

			•Power equity guide training (link)	
Class 8 Oct. 13	Transgenerational Marital Therapy	•James Framo	•CHCT 7	•Quiz Transgenerational (Framo)
Class 9 Oct. 20	Solution-Focused Therapy	•Insoo Kim Berg <i>Irreconcilable differences</i>	•CHCT 9 •Davis et al. (2012)	•Quiz Solution-Focused Therapy
Class 10 Oct. 27	Gottman's Empirically Based Approach	•John Gottman <i>The Love Lab</i>	CHCT 5; Butler (2006); Harris (n.d.)	•Bring Gottman 7 <i>Principles</i> book to class; readings will be assigned •Gottman Quiz
Class 11 Nov. 3	Gottman (cont.)	• <i>Gottman outtakes</i>	AtKisson (1994); Fishbane (2007); Shapiro et al. (2000)	
Class 12 Nov. 10	Relationship violence	•Susan Heitler <i>The Angry Couple</i>	•CHCT 16 •Bender & Roberts (2007) •Brody (1998) •Heitler articles (2 of them) •Lawson (2003)	•OHI Interviews due; submit to turnitin.com •Heitler Quiz
Class 13 Nov. 17	Effects of sexual dysfunction	• <i>Couples and Infertility: Moving Beyond Loss;</i> • <i>Sex Therapy with Couples</i>	•CHCT 21 •Couples Handbook Chapter 24	•Discussion Question Sex and Sexual Dysfunction
Class 14 Nov. 24	No Class - Holiday  Enjoy your week!			
Class 15 Dec. 1	Counseling with Lesbian and Gay Couples	• <i>Counseling with lesbian and gay couples</i>	•Clinical Handbook Chapter 24: Gay, Lesbian and Bisexual Issues in Couple Therapy •Overcoming stereotypes of lesbian and gays in couples and families •Hermann & Herlihy (2006) (under ethics)	•Discussion Question Counseling with LGBT couples
Class 16 Oct 8	Treating Couples after the Affair		•Clinical Handbook Chapter 14:	•Discussion Question on Affairs

			Couple Therapy and the treatment of affairs	
<b>Dec. 15 Online</b>	<b>Final Exam Online</b>		Course Evaluations	

*Please note: Course syllabus schedule and requirements subject to change at the discretion of instructor or as mandated by class needs.*

## Course Evaluation Methods

### Attendance, Preparation and Participation

Because the course is seminar-based and experiential in nature, students are expected to have thoroughly read and prepared for every class period, and to participate actively in class activities whether online or on campus. This means that your quality of learning is divided between your online participation and use of materials, which support class interactions.

On class weeks, students are required to ***complete readings or assignments prior to classtime***. Students' commitment and amount of time is automatically tracked by Blackboard software, and by my subjective appraisal of the quality of your work. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness.

Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. If for any reason you do not believe that you can participate in simulated role-play activities at this time, either as counselor or in the couple dyads, you probably should not be currently enrolled in the class.

Please let me know if for any reason you need referrals for individual or couples counselors. To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students come to class prepared to discuss the assigned readings. Attendance is required and class participation is expected.

Absences in excess of one excused absence and/or chronic tardiness will affect your final grade in the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a documented emergency reason (death in family, hospitalization, major or severe personal illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction.

### **Students are responsible for ALL material and assignments covered on days they are absent.**

All students must attend class the day during which they are counselor or client in role plays. Missed attendance on these days will automatically lower final grade. Exceptions will be made only for documented medical emergencies.

Appropriate class behavior and participation consistent with that of graduate students is expected. Students are therefore expected to refrain from all inappropriate behavior including but not limited to: passing notes, sleeping, text-messaging, surfing the internet, emailing, and working on other material during class time. To that end, please turn off your cellphones during class and close laptops during

experiential exercises, videos, and/or during any other class activity during which your attention is expected.

Inappropriate behavior or low participation will result in one-on one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file.

### **Online activities/Quizzes/Discussion Boards**

Because class activities are divided between in-class and online participation, each week prior to the class meeting you are expected to:

1. Complete the assigned reading
2. View or print the powerpoint and/or video associated with that class topic (on Blackboard)
3. Complete the quiz or discussion board.

Online activities that are not completed prior to the beginning of class will not be accepted. Appendix A of this document details the grading rubric for online activities.

### **Due dates and deadlines:**

Students are responsible for submitting assignments on the date indicated on the syllabus.

Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. In order to be fair to students who submit their assignments on time, students who submit their assignments late for other than a documented emergency reason (family death, hospitalization, etc.) will receive a **10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late**, etc. Please plan ahead.

### **Format guidelines:**

Unless otherwise indicated, formal papers should be written in accordance with correct APA style. Specifically, assignments should minimally:

1. Contain an APA-style cover page and reference page
2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
3. Contain citations and references correctly formatted according to the current *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length.

*Incorrectly completed assignments will be evaluated as such.*

### **Programmatic evaluation:**

**Turnitin:** All sources used for all assignments must be cited in APA format; students will need to submit major assignments using turnitin.com.

Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. I will be happy to consult regarding content and style (i.e., grammar, spelling, professional writing quality) of papers up to 2 days prior to the assignment deadline

## **Grading Criteria**

**20% online quizzes**

**20% Exploration paper**

**20% OHI Interview**

**20% Midterm Exam**

**20% Final Exam**

## **Final Grading**

- A, A- (Excellent) will be given for outstanding achievement in written and class contributions. A student who earns an A or A- has shown consistent initiative, originality and comprehension. The student will have demonstrated an ability to use constructs accurately and with depth of understanding.
- B+, B (Good Enough!) will be given for work which is of good quality, as expected of graduate students, but which is either not outstanding in the above characteristics or contains some errors in comprehension. A “B+” grade is given when the writing is clear and well-organized, there are a significant number of insights, but the overall depth of the papers does not rise to the level of “outstanding.” “B” and “B+” students are expected to consistently contribute to class discussions.
- B- (Really sincere effort) will be given when there is a noticeable lack of depth, the writing is generally acceptable but occasionally confusing, and there are some genuinely good insights as well as some errors in comprehending and applying the theories)
- C (Insufficient work) will be given for work which is minimally acceptable or insufficient quality for graduate students. A grade of “C” or lower requires course repetition at the graduate level.
- I (Incomplete work) for some justifiable documented reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness) , the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; 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/or 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.

## **Exploration Paper**

The purpose of this paper is to explore and integrate aspects of your personal history in relationships (both in family of origin and past/current love relationships), and your strengths/vulnerabilities as a future couples counselor. Papers must be written in APA style, including appropriate citations. Papers should follow APA guidelines and be a **minimum** of 12 pages in length, **maximum** 20 pages. The paper is intended to be primarily subjective in nature, but if you need references, you may use the course text or

other sources in addition to the text if you wish. You will be provided with a handout of specific content areas to address in the paper.

### **Couples Dyads Role Play**

Wherever time allows, class time will be spent in practicing couple counseling skills during role play. I will provide a vignette, and students will rotate through the parts of counselor and/or partners. This is not a graded activity, but is considered important for your development of conjoint counseling skills; please treat it with the appropriate seriousness. If you wish, you may use the chart attached to the syllabus as a guide to assist in writing up a description of the character you will portray. Please give careful and realistic attention to internal and external dynamics of the characters.

You and your partner will decide which character you will play in an assigned couples scenario, and how you'd like the "session" to go with your counselor. All types of behavior or speech are allowed in the role-plays, except those which may lead to actual emotional or physical harm of your classmates. Speech and dress should be appropriate for your character when it is your turn; for example, how would this person speak? What kinds of things might this person say or be concerned with? How might this person dress?. This means thinking about, Is he/she coming from work? Childcare? Would he/she want to make a certain impression on the counselor by appearing professional and serious? Casual and "I don't really care that much about this?" "I'm tough and you won't get through to me?" "I'm vulnerable and please help me?" "I'm depressed and my clothes reflect my mood?" Make sure that your "performance" is consistent with the written description of your couple.

I will help you perform. **You will not be graded on your performance per se.** Participation will be graded on your professionalism towards this assignment (as a client and as therapist). Make sure you have a conversation about your role-play with your partner preceding your performance – sometime during the week of the performance.

When you play the part of the counselor, you will be assisted by me and by a classmate who also serves as a "lifeline". You will attempt to demonstrate or experiment with different therapeutic interventions for couples, and receive feedback and/or ideas from the class. You may "pause" the session role-play at any time to ask questions or elicit feedback; you may also "rewind" different portions of the session and attempt a different intervention.

### **Oral History Interview (OHI)**

Each student will interview 3 different couples for the Oral History Interview. The couples you select should be

1. A newlywed couple married " in a religious or secular conjoinment ceremony/wedding for 1 year of less
2. A couple who has been happily "married" in a religious or secular conjoinment ceremony/wedding for a minimum of 10 years
3. A couple who has been married " in a religious or secular conjoinment ceremony/wedding for 20+ years

Students will obtain informed consent forms from each individual being interviewed, and conduct a minimum 1/2-hour OHI-format interview Specific instructions and interview questions to follow in class.

You will submit a summary of each interview. Along with each interview summary you will document differences you found in the couples.

### **Midterm Exam**



This exam will be in multiple choice, true-false format. The exam covers theories and course content from the first half of the semester; questions will be drawn primarily from the text, CNP materials on Bb, and class discussion (in descending order of importance).

### **Final Exam**

This exam is in multiple choice, true-false format, and covers the second half of the semester. It may also include one short essay answer question, based on assigned readings and class content from the second half of the semester.

### **Extra Credit (Optional)**

Students who would like to attempt extra credit points may do so by creating an audio CD of music related to relationship dynamics.

Students may receive up to 6 points extra credit (1 point per song) by submitting a CD which minimally contains one each of the following types of songs:

1. song of love
2. song of love followed by loss
3. song of unrequited love
4. dysfunctional love song
5. sexy song
6. silly ridiculous love song

Songs need not be G-rated. Please include a list of artists and song titles either in the jewel case or written on the CD itself.

This extra credit must be submitted by December 4<sup>th</sup>

### **Grading Matrix:**

<b>Instrument</b>	<b>Total</b>
<b>Weekly Class Attendance and Constructive Participation</b>	Professional Responsibility
<b>Online Quizzes/Discussion Boards</b>	20%
<b>Exploration Paper</b>	20%
<b>Couples Dyads Role Play</b>	
<b>Oral History Interview</b>	20%
<b>Midterm Exam</b>	20%
<b>Final Exam</b>	20%
<b>Extra Credit</b>	6%
<b>Total:</b>	<b>100%</b>

### **Grade Determination:**

- A = 900-1000 pts; i.e. 90% or better
- B = 800 – 899 pts; i.e. 80 – 89 %
- C = 700 – 799 pts; i.e. 70 – 79 %
- D = 600 – 699 pts; i.e. 60 – 69 %
- F = 599 pts or below; i.e. less than 60%

## University Policies and Procedures

### **Students with Disabilities (ADA Compliance):**

*The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.*

### **Student Evaluation of Teaching Effectiveness Policy:**

*The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.*

### **Assignment Policy:**

All written assignments should follow APA 6<sup>th</sup> edition and be free of grammatical errors and typos. Assignments should be submitted on the due date in hardcopy and on the Blackboard webpage.

### **Exam Policy:**

*Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).*

### **Academic Integrity:**

*Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.*

*Prior to submitting your papers, you should submit your work to an online plagiarism service called Turn It In within Blackboard.*

*In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:*

**On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.**

### **Bad Weather Policy:**

*On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.*

### **Attendance and Participation Policy:**

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

### **Diversity/Tolerance Policy:**

*Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.*

**Use of Blackboard:** *Please access your Blackboard class webpage on a weekly basis to obtain handouts and information.*

**Use of Cell Phones and Other Electronic Gadgets in the Classroom:** *Students are required to silence cell phones and other electronic gadgets during class. Texting, reading e-mail, and other distracting activities are also not allowed during class. You will be accountable for material presented and discussed in class, and that requires full participation.*

**Food and Drink in the Classroom:** *Unless otherwise posted in the classroom, food and drink are allowed. Please be considerate and do not bring food with strong odors or noisy packaging. Be responsible and do not spill or leave crumbs or food remains.*

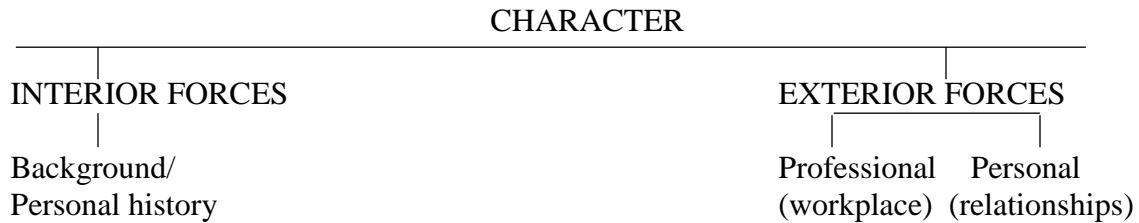
**Use of Laptops:** *Students are allowed to bring laptops and may use them to take notes. The instructor will walk around and monitor screens. If you are doing anything other than taking class notes, such as e-mail or Facebook, then you will be asked to shut your laptop off and close it. You will not be allowed to use your laptop in class again.*

### Great books for human beings (and those who are also counselors):

- ♣ Axline, V. M. (1964). *Dibs in search of self*. New York: Ballantine.
- ♣ Benjamin, C. L. (1985). *Mother knows best: The natural way to train your dog*. New York: Hungry Minds.
- ♣ Bloomfield, H. H., & McWilliams, P. (1995). *How to heal depression*. New York: Prelude.
- ♣ De Becker, G. (1997). *The gift of fear: And other survival signals that protect us from violence*. New York: Dell.
- ♣ Domar, A., & Dreher, H. (2000). *Self-nurture: Caring for yourself as effectively as you care for everyone else*. New York: Penguin.
- ♣ Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen, and listen so kids will talk*. New York: Avon.
- ♣ Fulghum, R. (1989). *It was on fire when I lay down on it*. New York: Ballantine.
- ♣ Fulghum, R. (1998). *All I really need to know I learned in kindergarten: Uncommon thoughts on common things*. New York: Ballantine.
- ♣ Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown, and Company.
- ♣ Gottman, J. M., & Silver, N. (1999). *The seven principles for making marriage work*. New York: Three Rivers.
- ♣ Helmstetter, S. (1982). *What to say when you talk to yourself*. New York: Pocket.
- ♣ Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York: Springer.
- ♣ Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- ♣ Kottler, J. A., & Hazler, R. J. (1997). *What you never learned in graduate school: A survival guide for therapists*. New York: W. W. Norton.
- ♣ Kottler, J. A. (2003). *On being a therapist*. San Francisco: Jossey-Bass.
- ♣ Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York: Brunner-Routledge.
- ♣ Ramsey, D. (2003). *The total money makeover: A proven plan for financial fitness*. Nashville, TN: Thomas Nelson.
- ♣ McWilliams, P., Bloomfield, H. H., & Colgrove, M. (1993). *How to survive the loss of a love*. New York: Prelude.
- ♣ McWilliams, P. (.). *Life 101: Everything we wished we had learned about life in school- but didn't*. New York: Prelude.
- ♣ Millan, C. (2006). *Cesar's way: The natural, everyday guide to understanding and correcting common dog problems*. New York: Harmony. .
- ♣ Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. New York: Ballantine.
- ♣ Robbins, T. (1991). *Awaken the giant within: How to take immediate control of your mental, emotional, physical, and financial destiny!* New York: Simon & Schuster.
- ♣ Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.
- ♣ Salmonsohn, K., & Zinzell, D. (2001). *How to be happy, damnit! A cynic's guide to spiritual happiness*. Berkeley, CA: Celestial Arts.
- ♣ Seligman, M. (1998). *Learned optimism: How to change your mind and your life*. New York: Pocket.
- ♣ Shem, S. (1997). *Mount misery*. New York: Ivy. 10
- ♣ Walker, B. (1991). *The crazy dog guide to lifetime happiness*. Dell.

- ♣ Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- ♣ Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

Character development for role-play scenario (optional):



1. Describe the Characters (Identifying Information/Temperament)
2. Create a Background (Family histories; history of relationship)
3. Describe How the Couple Handles Conflict
4. Identify the Exterior Forces in each Character's Life and on the Couple
5. Identify the Interior Forces in each Character's life (may include primary feeling states, belief systems, values, nonshared life events, etc.)
6. Identify the Trigger Event(s) that precipitated coming for counseling
7. The Presenting Problem, from the Couple's perspective. Note that partners may agree or disagree on presenting problem or have differing goals for therapy.

**Appendix A:  
Online participation rubric**

	<b>Excellent performance</b>	<b>Good performance</b>	<b>Fair performance</b>	<b>Poor performance</b>	<b>Does not meet standard</b>
	4	3	2	1	0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not post a sufficient response, or an original response
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not post any response
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not post any response; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain numerous spelling, punctuation, and grammatical errors; style does not facilitate effective communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect for the views and experiences of others

**UNT Dallas**  
**Department of Counseling and Human Services**  
**Class Attendance and Participation Rubric**

In an effort to cultivate an effective learning environment, faculty members request that each student meets expectation of the following behaviors. **The intent of this rubric is NOT to be punitive but rather to have clear and consistent expectations across the department.** Students have the freedom to choose their behavior. Faculty will enforce the following guidelines for the behaviors that students choose.

	<b>Meets Expectation -0% of grade</b>	<b>Occasionally Below Expectation -5% of final grade</b>	<b>Consistently Below Expectation -10% of final grade (-2.5% for each additional missed class tardy)</b>
<b>1. Attendance</b>	Attends all class with one or less excused absence.	Misses one class with excused absence and one absence due to emergency (family member death, hospitalization, or something involving police or firefighters).	Misses two or more classes due to non-emergency (family member death, hospitalization, or something involving police or firefighters).*
<b>2. Punctual</b>	Arrives and is ready to begin on time with no more than one tardy and remains to the end of class.	Is more than 5-10 minutes tardy two times or leaves class early two times.	Is more than 10 minutes tardy more than two times or leaves class early more than two times.*
<b>3. Quality Contribution</b>	Questions and comments are on topic, indicate reflection and knowledge of readings, and contribute to a deeper understanding.	Questions and comments are occasionally (2 times) tangential, do not indicate knowledge of readings, and do not contribute to a deeper understanding.	Questions and comments are often tangential (3+ times), do not indicate knowledge of readings, and do not contribute to a deeper understanding.
<b>4. Attentive Behavior</b>	Pays attention and does not engage in side conversations or off-task technology activity (i.e. texting, surfing web, social networking) more than once a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) twice a semester.	Does not pay attention but rather engages in side conversations or off-task technology (i.e. texting, surfing web, social networking) more than twice a semester.
<b>5. Responsible Behavior</b>	Is consistently informed by checking Blackboard, syllabus, and emails for instructions and updates.	Is uninformed about instructions and updates twice.	Is uninformed about instructions and updates more than twice.

\* Results in drop in the final letter grade in class. If two or more, then drops another letter grade.