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COUN 5580
Family Counseling
Syllabus and Flexible Calendar
Spring 2014

Catalog Description:

Students will study the application of family systems theories to the study of family dynamics, family development, and the resolution of family conflict.

Goals of the course:

The goal of this course is to demonstrate an understanding of principles and models of family systems, concepts of wellness and maladjustment leading to appropriate counseling conceptualization and interventions, within a legal and ethical counseling framework; as well as a focus on promotion of optimal family functioning.

Learning Objectives:

Upon successful completion of this course, students will be able to:

1. Discuss the history, philosophy, and trends in marriage, couple, and family counseling. (CACREP II.G. A.1)
2. Discuss the ethical and legal considerations specifically related to the practice of marriage, couple and family counseling (CACREP II.G.A.2)
3. Know the roles and functions of marriage, couple, and family counselors, professional organizations and preparation standards, and credentials relevant to the practice of marriage, couple, and family counseling (CACREP II.G.A.3, 4)
4. Understand a variety of models and theories of marriage, couple, and family counseling (CACREP II.G.A.5)
5. Understand family development and various family-related issues, as well as the impact of crises, disasters, and other trauma-causing events on marriages, couples, families, and households (CACREP II.G.A.6, 7)
6. Demonstrate the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling (CACREP II.G.B.1)
7. Demonstrate the ability to select models or techniques appropriate to couples' or families' presenting problems (CACREP II.G.B.2)
8. Understand issues of marriage, couple, and family life-cycle dynamics; healthy family functioning; family structures; and family of origin and intergenerational influences in a multicultural society (CAREP II.G.C.1)
9. Recognize specific problems (e.g., addictive behaviors, domestic violence, suicide risk, immigration) and interventions that can enhance family functioning (CACREP II.G.C.3)
10. Identify preventive, developmental, and wellness approaches in working with couples and families such as premarital counseling, parenting skills training, and relationship enhancement (CACREP II.G.D.1)
11. Use systems theories to conceptualize issues in marriage, couple, and family counseling, and to identify means of implementing treatment, planning, and intervention strategies (CACREP II.G.D.2,3)
12. Understand how living in a multicultural society affects couples and families (CACREP II.G.E.1)

13. Recognize societal trends and treatment issues related to working with multicultural and diverse family systems, and understand current literature that outlines theories, approaches, strategies, and **techniques** shown to be effective in working with diverse family systems (CACREP II.G.E.2,3)
14. Understand how to critically evaluate research relevant to the practice of marriage, couple, and family counseling, and know evidence-based treatments and basic strategies for evaluating counseling outcomes in marriage, couple, and family counseling (CACREP II.G.1,3)

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess.

Methods of Instruction:

This didactic hybrid course is designed to be interactive, and students will be invited to participate in numerous ways. Didactic lectures will be supplemented with film clips demonstrating various family concerns, discussion prompts, in-class practice or experiential activities, and homework exercises designed to facilitate development of assessment, conceptualization, treatment planning, and intervention skills with families.

Required texts and/or readings:

- Patterson, (2009). *Essential skills in family therapy* (2nd ed.).
- Dattilio, Jongsma, & Edwards (2010). *Family therapy treatment planner* (2nd ed.).
- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC: Author.
- Classnotes, readings, and powerpoints on Blackboard website.

Additional readings available through password-protected Blackboard. View this site for supplemental materials, additional handouts, required readings, and all class lessons. You are responsible for the contents assigned on this website.

WebCT Vista/Blackboard: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in WebCT Vista/Blackboard, the first step should be to contact the CITC Help Desk. The CITC Help Desk offers phone, email and walk-in support:*

Phone: 940-565-2324

Email: vista@unt.edu

Walk-in: ISB 119

CITC Help Desk website: <http://www.unt.edu/helpdesk/index.htm>.

Student Resources information: <http://webct.unt.edu> including how and where to download the current correct version of Java (1.5.0_07). **Other required readings and class materials are available on WebCT Vista/Blackboard. View this site for supplemental materials, additional handouts, required readings, and all class lessons/powerpoints.**

Student performance evaluation criteria and procedures:

| Assignment | Weight | Due Date(s) |
|-----------------------------|---------------|--------------------------|
| Participation & preparation | 10 | TBA; every week |
| Homework & activities | 15 | TBA; usu. in class |
| Genogram (final) project | 15 | in class discussion date |

| | | |
|---------------------|----|-----|
| Midterm examination | 30 | 3/6 |
| Final examination | 30 | 5/8 |

Course grading scale:

| | |
|---------|---|
| 90-100: | A |
| 80-89: | B |
| 70-79: | C |
| 60-69: | D |
| 0-59: | F |

Students must achieve a grade of B or higher in order to pass Masters-level classes.

Include late policy and I policy.

CLASS GUIDELINES

Overview of requirements:

1. Attend and participate in all class discussions and activities
2. Complete assigned readings prior to class
3. Complete in-class and homework assignments, activities, and experiential exercises
4. Successfully complete one midterm and one final examination

OVERARCHING REQUIREMENTS:

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 required. When necessary, students may submit assignments early or via email. **Late assignments will receive a 10% deduction for each day late.**

Format guidelines:

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

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 *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.

Citation & Style:

All sources used for all assignments **must be cited** in APA format. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. The instructor will be happy to consult regarding content and style of papers.

ATTENDANCE, PARTICIPATION, & PREPARATION:

10 points

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. Careful preparation will facilitate understanding of lectures and successful completion of in-class and hybrid exercises. Readings from the textbook are always required. Supplemental required readings are available via **Blackboard**.

Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness. Participation is best manifested by readiness and *active* participation in class discussion. It may be helpful to jot down thoughts or questions during your reading time, and bring these to class to stimulate discussion. ...there are no “stupid” questions or observations. 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.

Class attendance is mandatory, because it is necessary for your exposure to and learning of counseling theory. Attendance is required and class participation is expected. **Absences in excess of one excused absence and/or chronic tardiness will affect final grade in the course.** When possible, any absences should be discussed with the instructor in advance. Students are responsible for all material and assignments covered on days they are absent.

HOMEWORK & ACTIVITIES change to Treatment plan project

15 points

At instructor’s discretion you will be provided with practice exercises to be completed during class or before the next class. These may include quizzes, brief essays, and/or experiential activities (e.g., expressive arts, sandtray, communication activities, brief interviews of family members, interviews of counseling professionals proficient in parenting and family therapy, etc.).

GENOGRAM (FINAL) PROJECT

15 points

Students will complete a comprehensive visual genogram of their family-of-origin, using appropriate and accepted genogram symbols and identifying relationship and emotional dynamics. An accompanying paper is required to detail family dynamics and their impact on the student, and how these phenomena affect the student in areas of personal and professional growth as a future counselor. The paper will be written in APA style, fully cited, and must be a minimum of 10 pages of text. Detailed requirements of this project are provided on Blackboard. **Prepare well in advance to complete any necessary family interviews and research in order to adequately complete this project.**

Students are required to use professional and online resources in supporting discussions of family dynamics; sources must be cited, and references must be included on the handouts. “Lay” or nonprofessional resources (such as online encyclopedias, Wikipedia, or publications like Psychology Today) are not accepted at the graduate level; potential alternative resources should be confirmed with this instructor well in advance.

MIDTERM & FINAL EXAMINATIONS

30 points each

Two in-class, non-comprehensive examinations are required for this course. Exams may include objective questions (true/false, multiple-choice, short-answer) and case vignettes which require the application of class learnings to questions. Final exam includes a written treatment plan development portion.

Flexible Calendar
Spring 2014
1st half- theories
2nd half- interventions, treatment planning

DJD= Dattilio et al. text; P et al.= Patterson et al. text; all other required readings are listed on Bb.

| | Activity | Readings | Deadlines |
|----------------|---|---|---|
| 1/16 | Introduction; class orientation; introduction to family systems | | |
| 1/23 online | Histories of systems theories | P et al. 1; Cullin (2006); Kaslow (2010) | Register with turnitin.com 7396538 DRMC |
| 1/30 | Family patterns and concepts/diversity (blend these 2 lessons) | P et al. 7; Fishbane (2007)- 1st 10 pages; Landau (2007); Rutter (1999); Smith (1999) | Resilience- |
| 2/6 online | Structural models (readings?) | P et al. 6; Ramisch et al. (2009); Vetere (2001) | sandtray |
| 2/13 | Strategic models (maybe keep, but move up) | Coyne & Biglan (1984);; Nelson & Figley (1990) | Family table |
| 2/20 online | Social construction models | | Communication exercise |
| 2/27 | Transgenerational models (hardy video?) | Daud et al. (2005) | |
| 3/6 online | Midterm exam | | Review genogram ppt online |
| 3/13 | <i>Spring break</i> | | |
| 3/20 | Genogram review Problem identification | P et al. 2 & 3 (interview) | <i>Enactment</i> |
| 3/27 online | Family assessment | P et al. 4 | <i>Use video for problem identification</i> |
| | | | |
| | <i>Filial therapy speaker</i> Eckloff | Wickstrom (2009)??? | Genogram due Techniques |
| 4/3 | Basics of treatment planning | DJD 1 & pp. 19-27; P et al. 5 | Do critical analysis, objectives, basic trmt plan |
| 4/10 online | | Butler et al. (2008); Tuerk et al. (2012); | |
| 4/17 | Student presentations | P et al. 10; | <i>Techniques</i> |
| 4/24 online | Ethical and legal issues | Hare-Mustin (1980); Nestor et al. (2011); Patten et al. (1991) | |
| 5/1 | Student presentations | P et al. 11 & 12 | |

| | | | |
|-----|-------------------|--|--|
| 5/8 | Final exam | | |
|-----|-------------------|--|--|

Please note: Instructor may alter schedule of events as necessary.

Early: structural
Strategic
Sandtray? Puppets?

Possible assignments:
Theories charts

Enact: Treatment plans; EBT intervention/ techniques (Vos article include on Bb)
2 pp handout (purpose, for what problem- link to objectives; description; materials required;)+ APA
ref page; describe
Enact in 15-min presentation
Develop: from example description, all students develop a correct treatment plan

IMPORTANT POLICIES

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. The student has the responsibility of informing the course instructor of any disabling condition that will require modification to avoid discrimination. Students with disabilities should approach each instructor within the first two weeks of class to make an appointment to discuss disability accommodation and then must follow the meeting with an e-mail or hard-copy message to the instructor summarizing the accommodations that will be made. The instructor will reply with affirmation or modification and place a copy of the communication in the student's file. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 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:

Assignments submitted late will have points deducted as determined by the instructor.

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 Academic Integrity 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 for complete provisions of this code.

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. 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 orientation, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate.

Blackboard:

Students are required to visit their Blackboard on a weekly basis (minimally) and are responsible for all material contained therein, including announcements, notifications, assignments, and all materials. Students may access the course using their EUID and password via <http://Blackboard.unt.edu>. Once within Blackboard, you will be able to view announcements, download and print copies of class materials, access course readings, and check your grades. The instructor may also post audio files of lectures for those who are absent or who would like to review class sessions. The assessment function is used to submit homework, activities, quizzes, exercises, and/or examinations.

Eagle Mail/MyUNT mail:

All UNT students should activate and regularly check their Eagle Mail and myUNT email accounts. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail and myUNT email. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Academic Misconduct:

Cheating and plagiarism are types of academic misconduct. 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 (University of North Texas Graduate Catalog, 2002, p. 94).

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. Some general guidelines from the 6th 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)
 - o 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:
 - o 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)

Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism may jeopardize your standing in the program. UNT 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.

References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Pan, M. L. (2003). *Preparing literature reviews*. Los Angeles: Pycszak.

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 your self*. New York: Pocket.
- 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.
- Mitchell, S. (1991). *The gospel according to Jesus: A new translation and guide to his essential teachings for believers and unbelievers*. New York: HarperCollins.
- Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. New York: Ballantine.
- Richardson, C. (2005). *The unmistakable touch of grace*. New York: Free Press.
- 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.
- 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.

Have a great semester!

~Dr. Mc