

**College of Education and Behavioral Sciences
School of Behavioral Sciences
Houston Baptist University
Course Syllabus
PSYC 5312.90
Marriage, Couple, and Family Counseling Theories
Fall 2014**

COURSE DESCRIPTION

This course is an introduction to the field of family therapy. It will feature theory and practice in the treatment of families, marriages, and children. Students will develop an understanding of the prominent theories that form the basis of family therapy approaches and will develop basic skills in utilizing therapeutic interventions with families.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course is a required component of the MAP, MAC, and MACC degree plans. It does not have any prerequisites.

This course fulfills in part the Texas State Board of Examiners of Professional Counselors' academic requirements for licensure regarding "social, cultural, and familial issues" as noted in Title 22, Part 30, Chapter 681, Subchapter E, Rule 681.8 (a) (8).

DATE AND TIME OF CLASS MEETING:

Saturdays 800-1030
Hinton 123

INSTRUCTOR INFORMATION

Name John Spoede, Ph.D.
E-mail jspoede@hbu.edu
Office Phone x3240
Office Location Hinton 307
Office Hours TBA and By Appointment

LEARNING RESOURCES

Course Text:

Goldenberg, I. & Goldenberg, H. (2004). *Family therapy: An overview*; 8th Edition.
Brooks/Cole Publishing Co.
ISBN-13:978-1-111-82880-6

RELATION TO COLLEGE GOALS AND PURPOSES OF THE UNIVERSITY

The University purpose and goals support this course purpose. The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

This course, Marriage, Couple, and Family Counseling Theories, is taught in a Christian environment in keeping with the purpose and goals of the university. The course prepares students to take significant and prominent places in their counseling careers, as ethical, competent clinicians.

RELATION TO DEPARTMENTAL GOALS AND PURPOSES OF COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop both knowledge and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the COEBS, this course will provide the theoretical background and beginning skills necessary to go on to practicum and internship and work ethically and competently with couples and families.

This course strives to achieve the goals and purposes of the department in the following ways:

1. Meeting the requirements for students to apply to the Texas State Board of Examiners of Psychologists for certification as a PA.
2. Enabling the student to meet the requirements for application to the Texas Board of Examiners of Professional Counselors for licensure as an LPC.
3. Emphasizing foundation areas and counseling
4. Preparing students to pursue doctoral training at another institution if they elect to do so.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

This course contributes to students pursuing an undergraduate degree in psychology by providing an education program that is “committed to academic excellence in an intellectually free and objective environment...” that provides “physical resources and a campus environment which acknowledges the uniqueness of the individual...and encourages the development of the whole person.” Thus, this course endeavors to:

- Provide students the opportunity to develop interpersonal communication skills,
- Promote the development of critical thinking skills,
- Create a learning environment based on constructivist teaching/learning strategies,
- Contribute to the student’s degree program by enhancing his/her basic understanding of

the scientific and systematic study of behavior and mental processes.

This course provides the opportunity to understand human behavior in the context of the primary system – the family. It encourages critical thinking and integration with other course knowledge and emphasizes the role of the scientific research process.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who

are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

This course provides the opportunity to understand human behavior in the context of the primary system – the family. It encourages critical thinking and integration with other course knowledge and emphasizes the utilization of the scientific literature in forming the foundation for therapeutic intervention with couples and families.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Identify and apply knowledge of the established schools of family therapy as well as the new theoretical models of family therapy through assessments/exams, case studies, class discussions, role-play and presentations.
2. Identify and apply the influence of family systems—i.e. social class, religion, race, gender, ethnicity, and sexual orientation on the functioning of the family and its individual members in class discussions, on exams/assessments, role play, journal entries, and etc.
3. Construct and interpret a genogram and its comprehensive examination of the family system.
4. Identify and apply evolving research-validated strategies appropriate for Family Therapy practice through a book presentation, various assessment tools, class discussions and analysis of interview with a family therapy professional.

TOPICAL OUTLINE

Family Relationship Framework
Family Development: Continuity and Change
Gender, Culture, and Ethnicity in Family functioning
Interlocking Systems: the Individual, the Family, and the Community
Professional Issues and Ethical Practices
Couples Counseling Models
The Structural Model (Family Therapy)
Strategic Models (Family Therapy)
Transgenerational Models (Family Therapy)
Psychodynamic Models (Family Therapy)
Behavioral and Cognitive Behavioral Models (Family Therapy)
Psychoeducational Models: Teaching Skills to Specific Populations

TEACHING STRATEGIES

Reading, lecture, and discussion; small group skills roleplay; individual and/or small group presentations; group activities

ASSESSMENTS OF LEARNING

COURSE REQUIREMENTS

Course Requirements

Class Participation/Activities/RolePlay: A graduate seminar requires full participation of its members. It is also expected that each member will be prepared by reading required chapters,

articles or other readings prior to class for thoughtful contributions to the class. **(10% of final grade) (Objectives 1, 2, 3, 4)**

Quiz Grades: Expect a quiz over the assigned reading every day (about 3 questions). These will certainly include the textbook. They may include outside assigned readings. Once presentations have begun, these will be included. **(10% of final grade) (Objective 1)**

Exams: Over material from the textbook and class discussions/activities **(30% total; 10% of final grade each) (Objective 1)**

Book Presentation:

You will select a book from the approved list (or get my approval), and give a class presentation covering the (1) introductory concepts, (2) main theory/foundation, (3) primary techniques, and (4) outcome research, if any. You will provide a handout for each person in the class, between 1-3 pages. It should NOT be a copy of your powerpoint slides. It should include the full, APA reference for your book. We may do this assignment in pairs, depending on the number of students in class and students' book preferences. The time allotment for the presentation will also depend on the number of students in the course, and will be announced in class. You may choose to give your presentation with or without a powerpoint accompaniment (i.e., if you want to prepare yourself for orals a little bit). **(25% of the final grade) (Objective 2, 4)**

Family Written Assignment:

Option 1: Choose a family (real or fictitious) and create a family intake summary. It should include the same basic information that an individual intake summary includes, but for each member and observations on the family functioning as a unit. Include reason for referral/presenting concern, but do not include any diagnoses. Include a treatment plan, based on one of the schools/theories discussed in class (yes, you need to say which theory it is). Then, create fictional progress notes for your therapy to show which skills were implemented and how the family responded. This should include 6 sessions (beyond the intake) and include a termination session in which you describe the outcome for the family as a whole, for each member, and the work that still needs to be done. Be as realistic as possible! Write good notes – that means thorough, concise, and clear. This probably doesn't need to be more than 3-5 pages. Turn it in to TurnItIn on Blackboard and in hard copy, by the beginning of class on the due date. (Note: I expect MAC students to choose this option; if you don't want to, you'll need to explain yourself!)

Option 2: Write a research proposal that comes from a fictional family clinic. You may elaborate on the mission of the clinic in any way that fits your study. The hypotheses should address either a confirmation of the usefulness of a particular technique or theory that exists, or should address the potential usefulness of a theory or technique that you create. This research proposal should include a brief review of the literature, methodology including the operational definitions, procedures, and instruments, and a discussion of the utility of the results (if you feel awesome, include your proposed statistical analyses). Write a good proposal – that means thorough, concise, and clear. This probably doesn't need to be more than 3-5 pages. Turn it in to TurnItIn on Blackboard and in hard copy, by the beginning of class on the due date. (Note: I expect MAP students to choose this option; if you don't want to, you'll need to explain yourself!) **(25% of the final grade) (Objective 2, 4)**

GRADE SCALE

Final course grades will be based on assignments and exam performance. "Final percentage correct" will be used to assign course grades according to the following scale:
94 and above=**A**; 90-93=**A-**; 87-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**; 70-72=**C-**; 69 and below=**F**

In the event that the computation of the course percentage correct ends in a 9 and a decimal (for example, 89.49 or 69.5) the following *non-negotiable* rule will be used to determine the final grade:

- .5 or greater will be rounded up (69.5 would receive a "C")
- .49 or below will be rounded down (89.49 would receive a "B")

If you wish to look at an exam that you have already taken, or check invalid responses you must do so before the next scheduled exam.

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

Absence and Tardy Policy

In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 4 absences occur, the course grade will be "F" no matter what test and paper scores might be.

For this course, attendance penalties will be made for absences over 1. That is, you may be absent for any reason 1 time before a grade penalty is incurred. For any absence over 1 (but up to 4, after which you receive an automatic F, per the policy above), 2 points will be deducted from your overall, final grade for the course. Therefore, please use your absences wisely.

Being late to class is disruptive and impedes the learning process for you as well as your classmates. Being more than 10 minutes late to class three times will count as an absence. If you are late, please enter the room and join the class as unobtrusively as possible. Leaving class early also counts as being tardy for the purposes of your grade.

In class activities that are missed due to absence or tardiness will not be made up.

You are responsible for ensuring that you are counted present for class, either through the Blackboard attendance page or on the paper sign in sheet.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

Late work Policy

Class late work will not be accepted and will result in a zero for that assignment. Work that is turned in after the beginning of class is considered late. Your being late to class does not change the time the assignment is due. All written assignments should be turned in to TurnItIn through the Blackboard link as well as in hard copy. BOTH are due at the beginning of class on the day the assignment is due.

Missed Tests

No make-up exams will be given except under the most extraordinary, unforeseeable, emergent, and well documented reasons. For example, you are hospitalized following a car accident and bring the dated medical records or a close relative passes away and you bring the dated program in which you are mentioned, and the date falls within one calendar day of the class missed.

Other Class Policies

- Only HBU and/or Blackboard email will be used for communication in this class. You are responsible for checking your HBU email regularly.
- All written assignments will be turned in to TurnItIn via Blackboard in addition to hard copy.
- Food and drink are allowed so long as you do not disrupt the process of the class and clean up all your trash before you leave. However, it is not appropriate to eat a full meal during classtime.
- During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in you being asked to leave class. You will be counted tardy in this instance, for the purpose of your grade.
- If you need to text or call, or receive a text or phone call, during class time, please leave the room in an unobtrusive manner to do so. If you miss more than 5 minutes of class, you will be counted as tardy. If you miss half of class or more, you will be counted absent. If you are texting/talking/im'ing/etc during class time, you'll be asked to leave and will be counted absent.
- If you send me an email (for example, explaining that you will be late) that demonstrably was sent while you were driving, you will be counted absent for that day.
- Everything that you turn in should be printed, single-sided, in standard English, and in APA format.
- No recording is allowed during class time unless you have documentation of an accommodation that allows recording.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Stephanie Ellis, Ph.D. _____
 Instructor's Signature

August, 2014
 Date

TENTATIVE SCHEDULE

DATE	TOPIC	ASSIGNMENT DUE
Aug 23	Introductions, Syllabus, & 1 Adopting a Family Relationship Framework	
Aug 30	2 Family Development: Continuity and Change & 3 Gender, Culture, and Ethnicity in Family functioning	
Sep 6	4 Interlocking Systems: the Individual, the Family, and the Community	
Sep 13	6 Professional Issues and Ethical Practices Discuss Presentations	Book selection
Sep 20	Exam 1 (Chs 1-4, 6) & Couples Video 1	
Sep 27	10 The Structural Model & 11 Strategic	

	Models	
Oct 4	11 Strategic Models & 8 Transgenerational Models	Genogram; presentation outline
Oct 11	Catch up & Role Play 1 & 2	
Oct 18	12 Behavioral and Cognitive Behavioral Models	
Oct 25	15 Psychoeducational Models: Teaching Skills to Specific Populations	
Nov 1	Catch up & Role Play 3 & 4	
Nov 8	<i>Exam 2 (Cumulative, plus chs 7-12, 15) & Couples Video 2</i>	
Nov 15	Role play 5 & 6/Presentations	Family Written Assignment
Nov 22	Presentations	Presentations(Handout, Quiz Q's)
Nov 29	Presentations	
Week of Dec 6	<i>Final Exam - Cumulative, plus videos, articles, presentations</i>	

COURSE ACKNOWLEDGEMENTS – PSYC5312 – Fall 2014

Syllabus Statement

I am aware of all topics described in the course syllabus . These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TexES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

Presentation Grading Rubric

	Excellent	Very Good	Good	Adequate	Acceptable	Poor	Absent
Fulfills requirements (e.g., delivered on correct date, fits time limit)	20	18	16	14	12	10	0
Theory (book) information is accurate	20	18	16	14	12	10	0
Application to MFT is accurate, useful, conforms to what is already known about MFT therapies	20	18	16	14	12	10	0
Handout meets requirements (e.g., 1-3 pp, not copy of ppt), is useful and concise, is APA format, etc.	20	18	16	14	12	10	0
Presentation (e.g., speaking skills, knowledge of topic) is professional	20	18	16	14	12	10	0

TOTAL _____

LATE WORK POLICY

No make-up exams/work will be given except under the most extraordinary, unforeseeable, emergent, and well documented reasons. For example, you are hospitalized following a car accident and bring the dated medical records or a close relative passes away and you bring the dated program in which you are mentioned, and the date falls within one calendar day of the class missed. Late work will not be accepted and will result in a zero for that assignment. Work that is turned in after the beginning of class is considered late.

Written Assignment Grading Rubric

	Excellent	Very Good	Good	Adequate	Acceptable	Poor	Absent
Fulfills requirements (e.g., delivered on correct date, 3-5 pp, includes all the required pieces, on an approved topic)	20	18	16	14	12	10	0
Demonstrates clear knowledge of / application of chosen theory by using appropriate terminology, level of detail, etc.	20	18	16	14	12	10	0
Demonstrates clear knowledge of family therapy process (MAC) Demonstrate clear knowledge of research process (MAP)	20	18	16	14	12	10	0
Is professionally written, well edited, grammar and APA-proofed, etc.; writing is thorough, concise, and clear	20	18	16	14	12	10	0
References are scholarly, relevant, in APA format, etc. (MAP; if relevant, MAC) Theory information is accurate in practice, clearly comes from scholarly reference material (incl class and/or text) (MAC)	20	18	16	14	12	10	0

(-5 points for every unscholarly reference or any time you clearly just make something up!)

TOTAL _____

LATE WORK POLICY

No make-up exams/work will be given except under the most extraordinary, unforeseeable, emergent, and well documented reasons. For example, you are hospitalized following a car accident and bring the dated medical records or a close relative passes away and you bring the dated program in which you are mentioned, and the date falls within one calendar day of the class missed. Late work will not be accepted and will result in a zero for that assignment. Work that is turned in after the beginning of class is considered late.